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WHAT IS TEACHING?

Edward A. Fitzpatrick

THERE is much in our contemporary life in all its aspects that makes necessary a recurrence to fundamental principles. It is important that we should understand fundamental things. I should like to illustrate the truths of their statement by considering not some terribly complex thing, but what seems, at least, a simple thing; namely, teaching—your everyday job.

A Fundamental Principle

In our recurrence to fundamental principles, let us start with a striking sentence from Ruskin about something so far from and so alien to our subject as war. Ruskin says: "It made all the difference, in asserting any principle of war, whether one assumed that a discharge of artillery would merely knead down a certain quantity of red clay into a level line, as in a brick field; or whether, out of every separately Christian-named portion of the ruinous heap, there went out, into the smoke and dead-fallen air of battle, some astonished condition of soul, unwillingly released."

Our Philosophy of Life: Accidental or Deliberate

How clarifying such an insight is, but how unusual! War is revealed in its relation to the ultimate question, the nature of man. This is an ultimate question in education, as it is in politics, in economics, and in sociology. It is an indication of how important a thing a philosophy of life is—these fundamental and foundational attitudes, principles, or norms, which guide us in the affairs of life. We cannot escape them. They control all of us. For some of us in the world they are the result of prolonged meditation, reflection, and decision; for others, we have just absorbed them passively from our environment. Our principles ought to be more deliberate than that, more conscious, more rational. Let us look for a minute to see whether our own conception of education, which is basic to our conception of teaching, is uncritical or critical—absorbed from the environment or thought through—accidental or deliberate.

Dull Routine or Spiritual Adventure?

Is education the communication of knowledge? Is it the increase of our information? Is it to give us facts, facts, facts, until we are living encyclopedias? And if it is, may I add that this is a kind of moribund life—a hibernation. Or is education the development of the power of thinking? The intellectual development of pupils? Or, perhaps, is it the moral development of pupils, a training in character? How-

ever we look at education, whether we regard the end as scholar, practical man, gentleman, Christian, or other moral or religious person; it will affect in strange, and surprising, and even in mysterious ways, all the things we plan, and do, and love.

It will affect our conception of our day-to-day teaching. What is it to teach? Is it a formal thing? Just learning lessons? Going over and over again the same old stuff? The same eternal drills and the same everlasting examination papers? A routine that is deadening? Knowledge that does not grow? No vision? No imagination? No adventure? The relief that comes from new true-and-false tests only to make the process itself more deadening?

Or is teaching to you a great spiritual adventure? In it are spirits finely touched unto fine issues? Or is a behavioristic mechanism made to go through its tricks? Or, rather, is a spiritual being being trained for a high order of human life here and also for a life beyond life?

Sacredness of Childhood

You could change your whole attitude toward teaching by thinking through your conception of the child. Have you ever done it? You've thought about lessons and textbooks and charts and diagrams and tests, but what have you really thought about the child—about the nature of man? Let me read you a description of what it is to be a child:

"It is to have a spirit yet streaming from the waters of baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches and mice into horses, lowness into loftiness, and nothing into everything, for each child has its fairy godmother in its own soul; it is to live in a nutshell and to count yourself the king of infinite space; it is

"To see a world in a grain of sand,
And a heaven in a wild flower,
Hold infinity in the palm of your hand,
And eternity in an hour."

With such a conception of the child in teaching, one feels almost in the presence of God Himself as He touches so many human spirits for good or for evil. Spirits are as Shakespeare said, "not finely touched but unto fine issues." And education is the result because spirit grows by mysterious contact with spirit. I would, if I could, make you reverent in the presence of childhood and youth. Human life is freighted with such destinies, and as teachers we set the sail. The word that we

utter in our classroom we think is gone with the utterance, and yet the truth is more likely to be with Emily Dickinson:

A word is dead
When it is said
Some say.

I say it just
Begins to live
That day.

The Different Personalities

I would help you realize how sensitively organized are the children which as maestro you are directing. Each has its own quality, each has its own tone, each has its own timber. From some you can elicit the harmony by blowing, for some you will need a bow, for others strumming or picking will do. Each has its own quality, its own sensitiveness. Each is a sense, a unique person. Each has widely different potentialities. This we must realize. Our failure to realize this is often the great tragedy of children. Mothers and fathers, as well as teachers, do irreparable injury to children, not from malice, not from intent, but from thoughtlessness, or carelessness, or ignorance.

Self-Respect in Education

This comes about, too, from lack of sympathy or lack of appreciation, as well as from lack of knowledge. We forget in education the tremendous importance of self-respect in life. All of us—you and I—as well as every child in the school—are always trying to protect our own personality. We are trying to put the best face we can on our experiences in life. We are trying, as the Chinese say, "to save our face." We are always protecting our personality against infringement, against invasion, against deflation, against injury. We are trying to maintain our self-respect. We are trying to increase it. We seek those who encourage us, stimulate us, help us grow. We do those things we can achieve. We desire the satisfaction of success, of achievement, of fruition. We try harder things if we identify them with higher causes, great movements.

How easy it is to run counter to this great fact of human life. I shall give you a couple of instances. He who runs may read.

The Child Who Wanted the Windows Open

A child has been in school during all the winter months. The windows have been shut tight during these long months. It is now spring, the day is wonderfully pleasant, the windows are open. The child, in the first grade, is asked to tell a story. He exclaims from his heart:

"Good God! It is good to have the windows open."

What do you think that the child was told? He was scolded because, in short, he was irreverent. Could there be greater misunderstanding, and a greater misfortune for that child?

An Artist Who Was Hurt

A grown man, an artist, self-doubting, lacking faith in himself, but revealing in the work he has painfully done genuine artistic ability, tells this story thirty years after it happened.

At the age of four he went to his mother and said, "If you give me five cents, I shall make you something beautiful." She gave him the money; he hastened to the corner store and purchased the sheets of colored paper. At home he went off by himself and cut up joyfully the papers and put them together in the design that had been burning in his mind since he first saw the papers. The work is finished. With great joy he hurries to his mother who is mending something. "Look, Mother! Look!" he says, "Here is what I made for you!"

The mother, somewhat annoyed at the interruption, glances up and says, "Is that all!"

What a tragedy in those words, and what suffering during the thirty years that have passed since that incident!¹

Conspiracy Against a Child?

There is another aspect of this in our school life. Once a child gets a reputation for being a mischief maker, it is almost an impossibility to live it down. Teacher and pupils seem in conspiracy against it. On the other hand, children with reputations for being "good," can often, as the boys say, "get away with murder." Perhaps you think this is not demonstrable. Let me briefly summarize some experiments that were made by Zillig in Germany.

Zillig, under carefully prepared conditions, and not revealing in any way the purpose, had the children in her fourth-year class of girls undergo an experiment. She had the children list the five children they liked best and the five they liked least. The five best liked were selected, and the better-liked children were told to raise their left hand when the command, "Right arm—Raise," was given. The other children were told to follow the command exactly. The children liked performed the exercise wrong; the children not liked performed the exercise correctly. The remainder of the class were told to report which children obeyed the command. To the children well liked a greater number of correct performances were ascribed, in spite of the fact that their performance was always wrong. Thus even among children are strong prejudice and strong favoritism shown. Our involuntary partisanship is just as evil in its results as more conscious attitudes.

A similar method was followed in testing teachers and they manifested the same favoritism and the same prejudice. In correcting papers they permitted a much larger percentage of uncorrected mistakes in the good students than in the poor students.

We do injustice unconsciously. We are not aware how our favoritism and our prejudices dominate us. With the best intentions in the world, we cannot be sure that we do the good we would do. If we are conscious of these things, we can at least be on our guard.

Sufferings of Childhood

Now what do children think of teachers? We know to some they are angelic in nature—guardian angels, the incarnation of every great and good thing. But we must not be deceived that this is always so. The spirit of some teachers is burned into the soul of the child; or shall I say it congeals the soul of the child? Can you imagine what experience a child must have gone through to have written of a teacher "in whose heart," he said, "sympathy lay at unmeasured distances as deep and fathomless as interstellar spaces"? The cosmic imagination could go no further in describing that terrible condition, and perhaps Christ's word should not be forgotten: "He that shall scandalize one of these little ones, it were better for him that a millstone should be hanged about his neck and he be drowned in the depths of the sea."

The Teachers of Carlyle

Let us take, too, a description of a teacher from literature. We take Carlyle's description of his teachers in Sartor Resartus:

"My teachers were hide-bound pedants, without knowledge of man's nature, or of boys; or of aught save their lexicons and quarterly account books. Innumerable dead vocables (no dead language, for they themselves knew no language) they crammed into us, and called it fostering the growth of mind. How can an inanimate, mechanical gerund-grinder, the like of whom will,

¹Father Shields, *The Unmaking of a Dullard*.

in a subsequent century, be manufactured at Nürnberg out of wood and leather, foster the growth of anything; much more of mind, which grows, not like a vegetable (by having its roots littered with etymological compost), but like a spirit, by mysterious contact of spirit; thought kindling itself at the fire of living thought? How shall *he* give kindling, in whose own inward man there is no live coal, but all is burnt-out to a dead grammatical cinder? The *Hinterschlag* professors knew syntax enough; and of the human soul thus much: that it had a faculty called memory, and could be acted on through the muscular integument by appliance of birch rods."

Some Happy Incidents

But, not to leave that picture, I quote the impression of good teachers as the children see them. What an infinite satisfaction it must be to teachers to have their students say of them:

"This teacher (Sister) made you feel ashamed to do wrong without saying a word." (Seventh-grade boy, 11 years old.)

"Whenever any of us had difficulty with anything, she helped us out in kindness. When she passed you, warmth and love at once entered your heart, and even the most cold-hearted child was warmed by her presence. Her very voice was soothing." (Eighth-grade girl, 13 years old.)

And Browning's benediction of sun and moon and stars is a reality in one schoolroom: "When she smiles it is like the sun, moon, and stars." And catch the almost Elizabethan note of joy in "Gosh, what a teacher!" as the following youngster waxes enthusiastic about his teacher:

"A certain teacher I liked because she always had some new plan of carrying on the day's lessons. I can tell you these lessons were anything but dry. After lessons we always had a jolly time telling stories, playing games, etc. Boy! I liked that! When a boy was hurt and the blood was flowing freely, that teacher never lost control of herself just because she saw red. When a fellow got into trouble, she didn't say, 'you are impossible,' but she made you think that the class depended on you, and if you didn't behave the class would be lost. 'Gosh, what a teacher!'" (Eighth-grade boy, 15 years old.)

And fortunate it is indeed that such teachers as these

abound in our schools. It is their experience I shall summarize in the conclusion. It is their attitude, their outlook, that makes education effective, when it is effective.

The positive teaching can be put simply. In it religion and science join hands. Love is the positive principle. What Jill means is what she means to Jack, which we in our blindness do not see—cannot see because we do not love. Jack is what he means to Jill. "Love is the fulfilling of the law."² All the commandments of God are summed up in the love of God and the love of your neighbor.

So what you see in the children before you determines not merely the quality of your teaching but the quality of your life. Spirits are not "finely touched but unto fine issues." You will be repaid a hundredfold as you see your faith reverberating in the life of the child. You will see these children grow in the process of trying to live up to your faith in them. If you see their potentialities, you are already revealing them to themselves. You build up their self-respect and their self-confidence. You are making possible for them Tennyson's trinity for a "life of sovereign power: self-reverence, self-knowledge, self-control."

In that process you shall find the great truth of Frank M. Simmonds' statement regarding teaching:

"If an Agassiz finds pleasure in digging fossils in order that he may interpret the great story of prehistoric life; if a Thoreau by Walden Pond is delighted with his studies of bugs and beetles; if a John Burroughs on his little patch of ground in the valley of the Mohawk, glories in his life among the birds and bees; if a Luther Burbank is enraptured with his work of transforming a worthless desert cactus into an edible fruit, or in producing sweeter roses or fairer lily; if these and other workers, whose names are legion, revel in the love of their work—then by what term shall we designate the joy that should be the teacher's who works not with mere fossils, nor with bugs or beetles, not with birds, bees or flowers, but with the child who is at once the most complex, the most plastic, the most beautiful, the most wonderful of God's creatures. Yes, it's a wonderful thing to be a teacher, it's a great thing to teach school."

²Cf. St. Matthew 25:32-46.



A Remarkable Mural, St. Nicholas Church, Millvale, Pa. Painted by the Croatian artist Maxmilian Vanka. The scene represents the peaceful pastoral life of the Croats in their native country, contrasted with their life of hard but cheerful toil in their adopted country.—Photo, courtesy, The Pittsburgh Catholic

The Morale of the School

William T. Miller

JUST what is a school? Not a building, nor a classroom, nor a group of children, nor some teachers—but all of these, and more. A school is a living, active organization whose dominating purpose is the education of its pupils. In the attainment of this objective there are numerous factors. Buildings, equipment, books, supplies, curriculums, programs, teachers all have their parts to play in the ceaseless process that we call learning. Teaching in its broadest sense is only the provision of proper conditions for learning. In practice, of course, it is not as simple as that. But, in the final analysis, the learning must be done by the pupil. The teacher cannot do it for him.

The teacher can introduce a problem, provide the means to solve it, and illustrate the method of solution; but the actual work must be done by the pupil, or there is no learning. We all learn to do by doing. All we can be taught is how to do things, and perhaps why to do them. To be of any value, teaching must result in our actually doing or seeing or understanding something for ourselves and by ourselves. And before we can learn, we must desire to learn. It is this desire to learn, this driving force of self-activity, which constitutes the living spirit of the school, or its morale.

It is quite possible to get work done in schools by compulsion or fear, by driving the pupils instead of getting them to drive themselves. While such forced work may produce some results, it fails to develop that spirit of happy and willing service and devotion to duty which we call morale. Of course we all realize that this high morale is an ideal which we cannot always attain. There is still need at times for stern compulsion, and even forcible restraint or direction. But such necessity should not prevent us from striving for the ideal—a school with a high morale.

When we speak of the morale of the school, we are prone to think mostly in terms of the pupils' spirit, of their attitude toward their work. The first thing we must realize is that the morale of the pupils depends greatly on the spirit and leadership of the teachers and the principal. There is a trite saying: as is the principal, so is the school. Trite, but how true! Not only the efficiency, but also the spirit of the school does depend upon its leaders.

EDITOR'S NOTE. The common sense of this article is an excellent starting point for the beginning of the school year. A spirit of loyalty, a spirit of co-operation, and unity of purpose are helpful in any institution, particularly in a school. It is well to remind the principal that he, as well as his teachers, is an important factor in this essential spirit.

What then should be our hopes with respect to the morale of our schools? First of all, we may hope that our pupils shall work willingly. That means, of course, that they must be interested in the tasks set before them. Only if we are interested do we work willingly. The more interested we are, the more willingly we work.

Arouse an Interest

Here then is the teacher's first duty: so to organize and present lessons as to make them interesting. Unfortunately, most children are not instinctively interested in the pursuit of knowledge for its own sake. They must have some motivating interest aroused if we are to expect them to work willingly, that is, of their own wills. This motivation is an element in lesson planning often neglected, and one which should engage the thoughtful attention of every teacher. It is impossible to go into details in this short article; but problems, projects, group and socialized work, visual material, and skillful introductory questioning are all helpful in arousing an active interest in subject matter.

Closely allied to willingness in our work is that spirit of pleasure which we call happiness. If we work willingly, we work gladly, and are happy in our work. But the work may not turn out well. We may get into difficulties. Such crises arise very often in lessons which start very auspiciously. If discouragement conquers our first enthusiasm, we may become acutely unhappy. It is often that way in the classroom; and again the teacher must come to the rescue by restoring confidence to a low-spirited class. If she can do this pleasantly, cheerfully, and helpfully, she will bring back happiness to her pupils, and will be doing a great service in the cause of good school morale. For this

spirit of happiness, like other mental attitudes, tends to become habitual. There is a habit of good-natured and happy work; and every time we encourage such attitudes we make these habits stronger.

Happiness is Contagious

Happiness and good nature are also contagious, which places another responsibility on the teacher. For she must be happy and reasonably good-natured in her own manner if she is to expect similar reactions from her pupils. This spirit of happiness in a school should extend beyond the classroom, and into every phase of school activity. In making this possible, the principal's influence is a strong factor. Not only pupils, but teachers themselves, tend to imitate the example set for them by their superiors. A smooth-tempered, cheerful, affable, pleasant-spoken principal is very apt to have teachers more or less of the same type. "More or less," because of course personalities vary among teachers as among other people; and some very fine characters find it difficult to be visibly happy in their work. But even such austere teachers will be encouraged by the principal who can smile.

There is a caution here, however. This happy attitude of principals, teachers, and pupils in a school must be sincere, and not a mere Pollyanna pose. It must be based upon a real love for work, love for the school, and love for one another. And it must not be allowed to degenerate into an easy-going, *laissez faire* spirit of "anything goes." A happy school may, and probably must, still have some unhappy days. If happy ways fail, the sterner measures must prevail. But our ideal school will be a happy school, from principal to pupil.

As an aid to promote happiness in the school, we should not neglect the bright and cheerful appearance of classrooms and of the school premises as a whole. Not all buildings are new and attractive; some are even dingy. But almost any classroom can be made attractive by pictures, colored blackboard drawings, flowering plants, and interesting exhibits of one kind or another. We all like to live in a pleasant place, and children are no exception to this rule. The neat and attractive classroom reacts just as favorably on children as an attractive home does on any of us.

Honesty in Teachers and Pupils

Honesty is a school virtue, no less than a personal one; and as such it should be a part of the morale of the school. Honesty applies not only to classroom work, but also to matters of discipline and good order. Here is one of the great character-training opportunities of the school. In the public school, with its absence of religious training, our only recourse is to the utilitarian idea that "honesty is the best policy." In the religious school, honesty is not only a good policy, but a divinely ordained virtue. The Catholic school can insist upon honesty as a duty, not merely a desirable trait. Cheating is a form of dishonesty; so is willful disobedience. They are both phases of dishonesty. If we can lead pupils to appreciate the virtue of honesty, to desire to be honest in all their school activities, we shall develop a school spirit of honorable conduct which will have lasting results on the characters of our pupils. That is why honesty should be considered an essential feature of good school morale.

I hope that none of my readers will take offense when I say that teachers and principals themselves must of course be scrupulously honest in their dealings with one another and with their pupils. This means that we must not have favorites either among pupils or teachers; that we must be willing to admit mistakes if we make them; that we must give credit where it is due; that we must likewise administer correction wherever it is due. Children are quick to recognize this sort of honesty in teachers and principals. The highest compliment that can be paid to any teacher or principal is the pupil's pronouncement: "She's square."

It is not always easy to be "square." We may dislike to administer a rebuke for an obvious fault; but if we can make it clear to the offending pupil that he merits the rebuke, we teach him a valuable lesson. To allow an offense to go unrebuked is not charity; it is only dodging our duty. Such a course does not really help the pupil; it only weakens his character by letting him think he can "get away with" things. Those of our past pupils who remember us most gratefully are often those whom we have corrected frequently and sometimes painfully. The spirit of honest work and honest conduct in the school should be one of our highest objectives.

Loyalty and Co-operation

Most of what we have said has referred to the individual spirit of

pupils, teachers, and principals in their school work. There is a broader phase of school morale which involves that co-operation which shows itself in loyalty to the school and its ideals, in mutual helpfulness to one another. Co-operation is a simple word; yet a thorough application of the spirit of true co-operation to the problems of life would solve most of our world difficulties. Working together in harmony for a worth-while objective we can accomplish wonders. Working at cross purposes, with conflicting objectives, we get nowhere, except perhaps to a state of war.

Co-operation, like other desirable features of school life, demands leadership to bring it into effect. To be loyal, we must have objectives set before us, to which we can give our service. Projects that involve the co-operative action of a single class or those that enlist the services of the entire school are both challenges to that spirit of loyalty which leads to united and effective action.

The simplest form of co-operative unit in school life is the small group assigned to study some problem of subject matter as part of their class activity. Such groups, under proper guidance, learn to work together and to try for group success, the first lessons in loyalty and co-operation. For these groups, and for such class projects as assembly programs, room decoration, charity campaigns, debating and dramatic clubs, and other one-class activities, the classroom teacher is responsible. If she can lead a class to desire some form of group organization, it will be a simple matter to put the organization into effect, and to keep it alive and active. In the working out of any such group projects, pupils learn from experience the need and value of co-operation and the driving force of loyalty.

School Projects

Beyond the confines of the classroom we find our broadest outlet for loyalty in all-school projects of various kinds. The project may be a school paper, an athletic team, a public entertainment, a campaign or drive of some sort, an exhibition of school work—anything in which the whole school is interested. Such activities, usually called extracurricular, depend for their success on several factors. They must have the enthusiastic and wholehearted support of the principal and of all the teachers. An uninterested teacher can quickly kill the interest of any class in a school project by simply remaining mute on the subject.

But the greatest force for the successful conduct of extracurricular activities is the interest and support of the principal. An alert principal will be ready to plan and initiate such projects, will choose the right teachers to sponsor and supervise them, and will give the projects constant and helpful support. Such an attitude on the part of a principal makes an immediate and lasting impression upon both faculty members and pupils. The principal's loyalty and enthusiasm for a school project transmits itself to the entire school, and leads inevitably to an enthusiastic and loyal school spirit.

Religious Motives

We spoke above of the public school's weakness in its unfortunate elimination of religion as an educational factor. The presence of a religious ideal in the Catholic school makes possible the development in such a school of the highest type of morals—the religious spirit. To my mind this religious morale does not consist merely in the saying of prayers or even in the study of religion as such. The prayers are devotional and worthy acts, the study of religion is valuable and necessary; but it is the spirit of purposeful morality—the spirit of considering every act in its relation to the laws of God—which is the greatest gift of a religious school to its pupils.

The Jesuit motto, *Ad Majorem Dei Gloriam*, sums up the highest ideal of all education. And so, in a religious school, there must be ever present the atmosphere of virtue, of charity, of devotion to duty, of good conduct, and above all, of service to God. This religious motive gives a purpose to all education without which it is only partially effective. For if we work and study solely for intellectual and physical development, we may learn enough to make a living; but it requires more than that to live a life and live it happily and successfully. True happiness and success are spiritual conditions, and cannot be measured in terms of jobs and salaries. All of which sounds dangerously like a platitude; but is really sober truth. And so, if we are to develop this spiritual side of our children's personality, we must have religion in the school; for the soul of education is the education of the soul.

With religion to show us the real purpose of life, we see a new objective in all we do. If a school can lead its pupils to know and appreciate this spiritual purpose in all its activities, that school will succeed in achieving the very highest ideal of school morale—the morale of Christian living.

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School Begins Today

Throughout our land September means the beginning of another school year of nine or ten months. The assumption must be that during the vacation months the preparatory work for the reception of the children has been performed and that the school premises are ready to receive their charges.

The summer months have brought rest and recreation to classroom teachers, and summer schools have brought to many of them more adequate preparation for their professional duties. In either case, respite from ordinary classroom duties has refreshed them in body and stimulated them in mind and spirit.

The children who have returned to the schools after enjoying the freedom and relaxation of their vacation, may find it somewhat difficult to submit to classroom discipline and to apply themselves once more to their routine studies. The thoughtful teacher recognizes this fact and gradually draws the child of nature from playful avocations to the more serious purposes of the school. Both teacher and pupils ought to return to school refreshed in body and mind, and filled with enthusiasm and energy for the task before them.

The parochial-school child should become impressed with the fact that he is particularly blessed in coming under the care and tutelage of a school whose sponsors are concerned not only with his physical and mental growth but with his spiritual well-being as well. He cannot fully appreciate the fact that he has placed at his service the strongest and most potent factor in character training; namely, that of religion, nor can he grasp the thought that the educators of the land, irrespective of denominational affiliation, are of one mind in holding that a sound religious training can do more for character building and for rearing boys and girls into worthy

manhood and womanhood, than all the books that have ever been printed.

Thus, the teacher of a parochial-school classroom must be conscious that while training youth for a career in life, she is doing something more vital and holier when she instills into the hearts of her youthful charges, a reverence for God, and an obedience to His commandments. What objective could be more elevating and inspiring?

Current Diocesan Educational Surveys

We were reading again the *Indiana Survey of Religious Education* first published more than ten years ago. It is based on a comprehensive plan, with the four main divisions of (1) religious education in the local church, (2) religious education in the community, (3) religious education in the home, and (4) general supervisory and promotion agencies.

The survey reveals the amazing range of instruments and forces of religious influence in a community. We need to collect such information. We need to co-ordinate and correlate the information. We need to interpret it. We need to organize it into a unified program.

It might be a great thing for Catholicism in this country if in every diocese someone were given by the bishop the responsibility for surveying the religious educational agencies and influences in the diocese. Such a person would have no administrative duties. He would be responsible for a *continuing* survey in the diocese. Then every policy would have a background of support in the actual conditions and tendencies of the particular diocese. The possibilities of Catholic Action in co-operation with and under the leadership of the bishop would be greatly extended.

School Journalism

We are glad to publish articles which are a challenge to contemporary practice. The field of journalism has only recently been put in the university on a professional plane. School papers have become a vogue, and no "self-respecting" college is without its collegiate weekly. There are obvious opportunities in these papers to secure certain general educational results, for example, in English composition. This important subject is, however, not our immediate concern.

Mrs. Gauerke in her paper called a *False Lead*, published in this issue, is fearful, apparently, that these embryonic newspaper reporters, editors, circulation managers, and advertising managers will think themselves trained. We know, however, that they are really untrained. Of course, "dabbling" is not professional training. And, of course, many teachers in charge of journals or papers are themselves learning the rudiments of journalism. It is, at any rate, whether the present practice is justified or not, a good thing to challenge such a sudden development.

Mrs. Gauerke makes an interesting although not an original suggestion, that a single school newspaper could be published for all the schools in a city, with local reporting done in the schools, but with the actual publication of the journal in the hands of a professional. We noted recently the experiment in St. Louis of the *St. Louis Voice*. We think there is great potentiality in this suggestion. The *New York Globe* a number of years ago under the informed and vigorous leadership of Tristram W. Metcalfe gave school news its proper place among community news, and demonstrated that education was a vital source of news. This was done subsequently by other New York papers. If school news is genuine and not "hothouse," the regular newspapers are likely to take

it up. At any rate, a general school newspaper is likely to prepare the way for intelligent handling of educational news by the ordinary newspaper.

We shall be glad to publish from time to time practical-aid articles on the school paper and on the use of the regular newspaper in the school.

Salaries in Catholic Colleges and Universities

We have often read the statements of the papal encyclicals repeated by leaders of Catholic thought in this country about a living family wage, and the necessity of a wage in accordance with the service and the social status of the worker. We have wondered why we did not set our own household in order in the Catholic colleges and universities.

It was with pleasure we read the statement in the *Catholic University Bulletin* by one of the University committees:

"The majority of Faculty Members are forced to assume an additional burden of teaching at affiliated or non-affiliated institutions in order to earn what may fairly be called a living wage for men of their status in the community. If the University is going to train and keep scholars of repute, or if it is going to enter into competition with richly-endowed universities to secure the services of outstanding scholars, it must insure a large number of chairs sufficiently endowed to allow men to dispense with all outside teaching or activity. The teaching load and the service load of most members of the faculty are such as to militate against that research work which is the *raison d'être* of any university.

The condition about which the Catholic University Committee on Post-Doctoral Research speaks is inimical to the highest interest of Catholic education in general as well as to the Catholic University itself. The condition is too general in our Catholic institutions not to make us realize how far we are from that general educational service to God and to country which the eminent ideal and historic tradition of Catholic education presumes.

Freedom in Education

"As it faces the future, the greatest responsibility that rests upon the Catholic school is to become more and more thoroughly Catholic," said Rev. Dr. George Johnson, director of the department of education of the N.C.W.C., speaking at the Catholic Summer School of America.

He said that parents should have the chief part in the direction of education in a changing world. "The worst thing that could happen in this country," he said, "would be the development of some kind of an educational 'soviet' made up of school administration, teachers, and experts, who would run the schools for their own purposes and to further their own interests. . . .

"The Catholic school in the United States must be progressive, in the true sense of that much abused word. It must be equal to the challenge of a changing social order. It must bring forth from its treasure new things as well as old, and be mindful of the admonition of the Saviour not to put new wine in old bottles. The best is none too good for our Catholic children whose parents are making such great sacrifices to provide them with a Christian education. . . .

"Catholic education is not simply secular education plus religion. It is an education rooted and founded in Catholic culture and expressing in its every detail the spirit of Jesus Christ.

"In order to preserve its essential nature, Catholic education must first of all refuse to be dominated by any outside influence. The Church recognizes the right of the State, for the protection of the general welfare, to set up certain educational standards. But she refuses to allow the state any educational monopoly and insists on her freedom to carry out her teaching mission without any interference on the part of civil authority. Her authority in education comes from God and not from the state.

"In the second place, it is the sacred duty of Catholics to develop the full potentialities of their philosophy of education. Through research, experimentation, and constant study, they must strive to discover the most effective means of co-operating with divine grace in the formation of Christian character."

The Schoolmen

No one acquainted with the writings of the great scholastics can fail to be struck by their intense earnestness. Argument for argument's sake is the sign of the decadent period. The great scholastics were concerned with live issues. One might misread St. Thomas and wonder at the strangeness and apparent triviality of some of the topics about which he is so eager. But they were not trivial topics in his day. Like every intellectual giant he must be studied in his time. And he was fighting to save the culture of the West from the fierce and subtle thrust of Arabian Aristotelianism as much as the Christian hosts up to the time of Don John of Austria were raising the bulwark of their bodies against the physical threat to the same Western culture. The threat, thanks in great part to St. Thomas, was averted. But it was as real a threat as that from the materialistic Hegelianism with which scholastic writers are at war today — a threat which, I dare to assert, may well mean the ruin of the West, unless Scholasticism is once again accepted as the *philosophia perennis*.

Let us rid our minds of the idea that the schoolmen were subtle disputants seeking to win academic debates. They had to provide the rational basis for the life of the West. They fought and argued so fiercely because their philosophy showed them the supreme importance of conclusions and of the life of ideas. They were realists, in deadly earnest about the truth.

Philosophy as understood by the schoolmen is more than speculation or historical erudition. It is an attempt to form an organic, consistent whole, to give a positive interpretation to all human experience in the light of certain definite principles which alone make philosophy possible. — Rev. W. Keane, S.J. (New Zealand).

Catholic Press Will Help

The teachings of Christ enter into every possible phase of Catholic life; into our play, into our work, into our prayer. How much Catholic thought do you carry with you into your everyday life? Figure it out. Probably you have been over the Catechism once or twice. Maybe you had a course in religion in high school or in college. For most of us, right there is where the stream of Catholic thought stops influencing us. The pulpit? Scarcely sufficient. A ten-minute sermon every Sunday, and possibly a few others on holydays and at missions, amount to about five or six hundred minutes a year. Ten hours a year. Compare that with ten hours a week spent on the secular press. What chance have you to think Catholic thoughts, to live the Catholic life? One weekly and one monthly Catholic publication will certainly be a huge help to you, to your Catholic life, to your Catholic consciousness, to your Catholic Action.

Remember that reading constitutes a very influential source of our material for thought. Thought produces our responsible actions. And our responsible actions determine our eternal destiny. Reading the Catholic Press, therefore, is of very vital, very real utility to each and every one of us. — Rev. J. Ignatius Bailey, O.P.

The Liturgical Year

Rev. P. Henry, S.M.

ADVENT

ADVENT is the first season of the ecclesiastical year. The word "advent" is derived from the Latin *ad venire* meaning: "to come to." Thus Advent is that period of time, beginning with the Sunday nearest to the feast of St. Andrew, containing four Sundays, intended to prepare Christians for the birth of Jesus at Bethlehem, and for His second coming at the end of the world.

Since advent is a preparation for the feast of Christmas, it follows that this particular season did not exist as such until the days when the feast in honor of the birth of our Lord was fairly well established, both in the Eastern and the Western Church; i.e., until the close of the fourth century. At first, as we must expect, we find different practices in different places. At Saragossa, in Spain, in 380 Mass had to be heard daily from December 17, whereas at Mâcon, in Gaul, in 581, attendance was required three times a week only, beginning from November 11. Advent Masses were celebrated according to the Lenten rite. November 11 is the day when the Church keeps the feast of St. Martin of Tours, hence the name "St. Martin's Lent" given to this season of the ecclesiastical year. Black was frequently the color of Mass vestments. Statues of saints, as well as holy pictures in churches, were often covered with a veil. Fasting was the rule, starting either November 11 or even earlier. In some dioceses the celebration of marriage was forbidden altogether. In the course of the eighth century a greater uniformity prevails: Advent is a season of fast and abstinence, and begins November 15. Next, Pope Nicholas I (858-867) in a letter to the Bulgarians, reduces Advent to four weeks. Some time later the period of fast is cut down to seven days. In the course of the twelfth century fasting ceases except on the ember days, and abstinence only is retained.

Nowadays Advent is still a season of penance; however, it is mostly a time of prayer and preparation for the coming of our Lord at Bethlehem, and at the end of the world. Practices concerning fast and abstinence may have altered, but the spirit of the Church remains the same. Violet vestments are used at all services proper to Advent both on Sundays and on weekdays. The organ may not be used, unless to accompany the choir, no flowers may be placed on the altar: an exception is made for the third Sunday. The *Te Deum*, and the *Gloria in Excelsis*, both hymns of joy, disappear from Advent office and Mass; the *Alleluia* is retained. Marriage may be celebrated, but is shorn of its solemnity: no nuptial Mass or blessing.

The spirit of the Church, according to the various seasons of the liturgical year, is made plain in her official prayers and lessons. To know her mind and to make her spirit our own a short survey of some of her prayers, particularly of the Epistles and Gospels chosen by her for her Sundays and more important days of devotion, is called for.

The Sunday Masses for Advent were drawn up by Pope Gregory the Great († 604).

The First Sunday. The Epistle and Gospel for the first Sunday in Advent recall to our minds the general purpose of this season. "It is now the hour for us to rise from sleep . . . our salvation is nearer . . . the night is past and the day is at hand . . . therefore, cast off the works of darkness . . . put on the armor of light . . ." (Rom. 13:11-14). Then comes the Gospel (Luke 21:25-33) emphasizing this statement, describing the end of the world and the second coming of Christ. He came once in a visible manner, more than 1900 years ago, before our time. He will come again for weal or for woe. It will be in our time, we shall be there! His words shall not pass away.

The Second Sunday explains the nature of this preparation. It consists in the practice of Christian virtue: charity, patience, oneness of mind in Christ Jesus. St. Paul reminds us that this appeal is worldwide; all nations are called upon to belong to Him and to place their hope in Him alone. "There shall be a

root of Jesse, and He that shall rise up to rule the Gentiles, in Him the Gentiles shall hope" (Rom. 15:4-13). St. John the Baptist in the Gospel (Matt. 11:2-10) insists on the reason for those dispositions: Christ is the Saviour promised to the world, His deeds proclaim Him to be such; "the blind see, the lame walk, the lepers are cleansed, the deaf hear, the dead rise again, the poor have the Gospel preached to them."

The Third Sunday urges the need of personal sanctification: "Rejoice in the Lord . . . let your modesty (i.e., your moderation in all things) be known to all men" (Phil. 4:4-7), place your trust in God, and in God alone. Why? John the Baptist answers in the Gospel: Christ wishes us to do that; He alone is the Saviour of the world (John 1:19-28).

On this Sunday the Church sings no longer of "the Lord who is to come," but of the Lord who "is now nigh and close at hand." She repeats many alleluias in the Mass and in the breviary. This Sunday, aptly called *Gaudete*; i.e., "Rejoice" Sunday from the first word of the Introit, used to mark a break in the former penances of advent. The priest may wear rose-colored vestments at Mass, the organ may be played, and flowers placed on the altar.

The Advent quarter tenses, *quatuor tempora*, or ember days are kept during this week. They are called quarter tense because they occur four times a year. "Ember" is derived from the Anglo-Saxon *Ymbe* meaning "around," and *Ryne* meaning "a running"; i.e., days that are running around.

The Church, when converting heathen communities, always endeavored to sanctify customs which could be turned to a good purpose. The Romans held festivals: in June, for a bountiful harvest, in September for a rich vintage, in December for a fruitful seeding. Hence, their *feriae messis*, *feriae vendemiales*, *feriae semitivae*. As a counterpart the Church had days of fast in June, September, and December. Pope Callistus (217-222) prescribed those days of penance. We know not exactly at what time the fourth season was added, although we know that it was kept in the days of Pope Gelasius (492-496). Ember days in England go back to St. Augustine († May 20, 604); in Gaul and Germany, to the days of the Carlovingsians (accession of Charlemagne in 768).

Originally the exact days of fast were not fixed but were announced by the priests. The Ember days were definitely arranged and prescribed for the whole Church by Gregory VII (1073-1085). They fall on the Wednesdays, Fridays, and Saturdays following the third Sunday in Advent, the first Sunday in Lent, Pentecost Sunday, and after the feast of the Exaltation of the Cross, September 14.

The purpose of the Ember days, besides the general end of all prayer and fasting, is to atone for all pagan excesses, to thank God for the gifts of nature, to teach men to use them with due moderation, to assist the needy, and to recommend to God the candidates for the sacrament of Holy Orders. Pope Gelasius permitted the conferring of the deaconship and priesthood on the Saturday of each ember week. Before his time Holy Orders were given only at Easter.

The Fourth Sunday. On the fourth Sunday in Advent, in (1 Cor. 4:1-5) we are told of our high vocation. "Let a man so account of us as of the ministers of Christ, and the dispensers of the mysteries of God." Every Catholic must be an apostle by his deeds, and his prayers mostly, as well as by his ability to give to others the reasons for his faith: Catholic Action. The vocation of the Church is described in the words of John the Baptist (Luke 3:1-6). "A voice of one crying in the wilderness: prepare ye the way of the Lord, make straight His paths. Every valley shall be filled, and every mountain and hill shall be brought low . . . and all flesh shall see the salvation of God." This is not a cry of despair, but a cry of love and of warning, nay a cry of triumph: All flesh shall see the salvation of God!

Methods of Subtraction

Sister Agnes Clare, S.S.N.

METHODS of subtraction is a topic which continues to challenge the thought of educators. Probably none of the perplexing points in the arithmetic program has had a greater amount of contention centered about it. It is true, however, that there is more promise of settlement now than formerly; for, although present practice reveals the usual diversity of methods, the more recent literature and newer textbooks indicate that some methods are definitely on the decline while others are becoming more firmly established.

It is understood that a teacher is obliged to follow the methods officially chosen for her school system, yet this does not dispense her from acquainting herself with all the methods and all facts concerning them. It is the intention in this discussion to set forth the more essential data connected with the evaluation of subtraction methods and to portray the present trends of the matter.

I. Nature of Subtraction

An understanding of the nature of subtraction is fundamental to a study of the methods. Two peculiar characteristics bring into prominence an entanglement with addition, which tends to impede a consideration of subtraction exclusive of addition.

1. Subtraction is the inverse of addition.

A simple definition of addition and subtraction with reference to whole numbers only will be sufficient for our present purposes. Addition might be thought of as the process of putting groups together to find how many in the resulting group; and subtraction as the process of breaking up a group into two parts, the size of one being known, to find the size of the other. The latter is the inverse of the former.

An example will help to make this clear:

a) Fundamental addition: $3 + 2 = 5$

b) Resulting subtraction: $3 + ? = 5$ or $(? + 2 = 5)$

The subtraction may now be spoken of in terms of addition. The group (sum) 5 is divided into two parts (addends); the size of one part (addend) 3 is known; the size of the other part (addend) is to be found. The relationship is evident.

2. Subtraction manifests itself in three aspects.

All subtraction situations fall into a threefold classification.

a) *Type 1. How many left*—I had 5 and gave 3 away; how many are left? Here a group is to be diminished; a "make-less process."

○ ○ ○ ○ ○

b) *Type 2. How many more are needed*—I have 3 but need 5; how many more must I get? Here a group is to be augmented, suggesting an addition process.

○ ○ ○ | ○ ○ ○

c) *Type 3. Difference or comparison*—I have 3 and you have 5; how many more have you than I? Here no change is required in either group; either the "make-less" or the additive idea is applicable.

○ ○ ○ ○ ○
○ ○ ○

The general concept of subtraction stated above underlies each of these three aspects and reduces specifically in each case to $3 + ? = 5$. The methods of solution applicable to this subtraction example are mentioned in the following section.

II. Methods: Basic Facts

Two methods are now in use for subtraction of the basic facts.

1. The additive method.

Example: $3 + ? = 5$ or 5

—3

Solution: 3 and 2 are 5

2. The subtractive method (more commonly known as the "take-away method").

Example: $3 + ? = 5$ or 5

—3

Solution: 3 from 5 is 2 (or 5 minus or less 3 is 2)

The question of the superiority of the one method over the other appropriately arises at this point. Its treatment, however, will be delayed until after methods of column subtraction, which include subtraction of basic facts, are presented.

III. Methods: Column Subtraction

The solution of an example in column subtraction where the minuend figure is greater than the corresponding one in the subtrahend involves merely the subtraction of basic facts. The arrangement is the only new element. The methods already mentioned are,

therefore, the only ones involved. On the other hand subtraction in the class of examples where the minuend figure is less than that of the subtrahend requires certain preparatory steps of reduction. In this connection we have again an alternative set of methods.

1. The borrowing method of reduction.

The principle made use of here is: *Taking one from any order of a number and adding ten to the next lower order does not change the value of the number.*

Here	43	becomes	3(13)
	—25		—25
	—		—

One ten has been taken from 4 tens and added as 10 units to 3 units; 43 has remained 43 in value though changed in form.

2. The carrying method of reduction.

The principle made use of here is: *Adding the same number to both minuend and subtrahend does not change the remainder.*

Here	43	becomes	4(13)
	—25		—35
	—		—

In the second form, each number is ten more than what it was originally. Ten units have been added to 43 in units' place making it 53; one ten has been added to 25 in tens' place making it 35. This does not alter the remainder.

3. Methods of subtraction using borrowing and carrying.

Combining these two methods of reduction with the two methods for subtraction of basic facts produces the methods in more common use in our country. These are:

a) *Take-away-borrowing method* (also called "first Italian method" or decomposition method).

43	5 from 13, 8
—25	4 is now 3
—	2 from 3, 1

b) *Take-away-carrying method* (also called "second Italian method" or "take-away equal additions").

43	5 from 13, 8
—25	2 is now 3
—	3 from 4, 1

c) Addition-borrowing method

43	5 and 8 are 13
—25	4 is now 3
—	2 and 1 are 3

d) *Addition-carrying method* (also called "additive method" or "Austrian method").

43	5 and 8 are 13
—25	2 is now 3
—	3 and 1 are 4

If instead of the upward direction in a and b, the downward, 13 minus or less 5, is used, a still greater variety of methods is produced.

III. Which Method is Best

Every theorist and practitioner is entitled to his own opinion in the matter of selecting among methods, but this opinion is more fully justified if it emerges from a thorough consideration of the data bearing upon the question. A mention of the more essential influencing factors follows.

1. Additive versus take-away method.

a) Arguments based on opinion.

1) The advocates of the additive method have given attention to the fact that it is the method used in making change. For instance, the clerk, returning the change from a dollar for an 84-cent purchase, says, as he hands out the respective coins: "84, 85, 90, a dollar." Opponents look upon this process as merely counting in terms of coins, for the process does not conform to either method of subtraction. It is identical with neither " $84 + ? = 100$ " nor " $100 = 84 - ?$ "

2) A further claim for the additive method is that the bookkeeper in balancing his ledger looks for the number which added to the smaller will give the larger. And another, that a buyer wishing to make a purchase, figures how much more he must add to what he already has to meet the cost. But again opponents say, concerning the latter

case, that in actually calculating the amount, take-away subtraction would be more likely to be used. They add, moreover, that in general business practice the more usual viewpoint is one of diminution, as is found in discounts, depreciation of values, depleted stocks, planned expenditures, etc.

3) The major justification for the additive method has always been one of economy, that of making the addition combinations serve for both addition and subtraction. This would permit the teacher to dispense with the subtraction combinations. It is now more generally believed that there is no complete knowledge of an addition fact without a knowledge of its inverse, the corresponding subtraction. Not only does subtraction reinforce addition, but it is vitally basic in itself. Formerly, when subtraction was begun and completed at an earlier age there may have been some advantage in utilizing one set of combinations for both addition and subtraction. But the present upward shifting of arithmetic topics to a more mature age level, a trend¹ which has apparently come to stay, makes this expedient no longer tenable.

b) Investigations: Mechanics.

1) Some investigations have shown advantage for the additive, others for the take-away method. These gains have always been in terms of mechanics, in particular in the way of speed and accuracy. Small sampling and the slight amount of gain in either case prevents a conclusion as to the superiority of one method over the other.

2) One investigator states that addition practice carried on while subtraction is being learned makes for confusion, negative transfer.

3) Two investigators found that the additive method is not carried out consistently throughout the grades. One states that 88 per cent and the other that two thirds of the pupils studied shifted from additive to take-away method in the intermediate grades.

c) Concept of Subtraction.

In any subtraction, situations are inherent both in the subtraction concept and the addition concept from which it arises. It is possible to direct the attention of the learner to the one or to the other of these. Therefore, according to the method used, either an additive or a subtractive idea is more or less exclusively developed. As to the question of which training is the more desirable, it can probably best be answered in view of the major responsibility of arithmetic instruction, namely, the building of clear and comprehensible concepts. In other words subtraction should be subtraction in the mind of the child, not addition. The additive method is merely addition applied to subtraction. A recent writer says, "It is merely a way of thinking of the addition combinations." Even the primary pupil has been found to protest with remarks such as, "It says to subtract and I'm adding." The take-away method, on the other hand, is a distinctive subtraction process, one in keeping with the etymology of the word *subtrahere* meaning to draw from under.

d) Conclusion.

The arguments for the additive method have been sufficiently offset by worth-while criticisms. Where is there a single adequate reason for throwing subtraction into the domain of addition? And for those who do, is there not want of consistency in not turning the division process over to multiplication in a similar manner? Upon the basic concepts of the four fundamental operations rests in a vital way the whole superstructure of the arithmetic program. In face of the facts stated, is it not true that in pursuit of lesser gains there has been oversight of that higher training, the aim of which is comprehension and understanding.

2. Borrowing versus carrying method (Equal additions versus decomposition).

a) Arguments based on opinion.

Proponents of the equal-addition method have claimed that this process is grasped more quickly, especially in examples where zeros occur in the minuend. The adherents of the decomposition method say that zeros offer difficulty in any method.

b) Investigations: Mechanics.

The results of investigations probably show some slight evidence for the superiority of equal-addition, but as in the investigations previously mentioned, the sampling was small and the gains slight, making conclusions somewhat uncertain.

c) Rationalization of Process.

The importance of rationalizing processes insofar as this is possible is generally conceded. Some processes must be acquired in a purely mechanical way, for explanations would complicate rather than clarify. There are other cases where it seems advisable to establish the skill

¹There is no implication intended here that the upward shifting is in its final state of stabilization or perfection. There is fair agreement in the new textbooks for placements from the fourth grade on. But some authors postpone all formal arithmetic (memorization of combinations, etc.) to the third grade which makes for crowding in later grades. Others seem to provide a more evenly paced distribution beginning some formal arithmetic in the high first or low second in a manner adapted to the ability of pupils in these grades.

mechanically first before developing the reasons. For the remaining cases there is possibility for some degree of rationalization at the time the process is being introduced. In any given class there will be varying amounts of comprehension according to individual differences. We should expect more or less of one or all of the following results:

- 1) At one end of the scale, grasp of the rationalization.
- 2) At the other end, the mere knowledge that an explanation exists.
- 3) Between these two extremes, all gradations of insight.

Experience seems to indicate that even if a pupil is unable to give back the rationalization to the teacher, he is satisfied in just knowing there is an explanation and in having witnessed its presentation.

With respect to decomposition, hope for its successful rationalization has not been defeated, but rather is conspicuously persistent. Some of the arithmetics provide most illuminating rationalizations in keeping with the ability of the young learner. The same cannot be said for equal-additions. No one would deny the futility of attempting to have the child understand the reason for the steps of this process. The principle involved is too difficult. Modes of presentation for equal-additions and decomposition are given below for purposes of comparison. These were selected from two recent textbooks on the basis of seeming careful attempt on the part of the authors to make the process as rational as possible.

43 This example is used to replace the original examples in —25 the two textbooks.

1) Equal-additions

Think of the 3 as 13

5 from 13, 8

Carry 1 to tens' column, making 2 three

2) Decomposition

Take one dime from the 4 dimes and change it to pennies. Now we must think of 43 cents as 3 dimes and 13 pennies. (Pictures of coins are used in presenting the actual operations. In a later step tens and ones replace dimes and cents.)

In equal-additions the underlying principle as stated previously must necessarily be left untouched on account of difficulty. On the other hand, in decomposition the rationalizing principle is clearly set forth.

d) Conclusion.

Choice of method seems to depend upon one's personal evaluation of the worth of rationalizing the subtraction process. The apparent reasons for a preference among some educators for equal-additions seem to be such as the following: a disbelief in the necessity for rationalizing subtraction, little faith that it will be comprehended, an eagerness for the seeming computational advantages claimed for equal-additions. Those who choose decomposition are willing to sacrifice doubtful mechanical gains for attainments along the lines of comprehension. A similar question to that stated in the previous conclusion concerning the additive and take-away methods is applicable here: Should the slight advantage, if any, in the way of computational skill be given preference at the risk of loss in that higher type of training which belongs to the developmental side?

V. Uniformity

The additive method has not yet been universally discontinued in present practice. Perhaps the little of it which still survives will gradually disappear as courses of study are revised. In the more recent literature, recommendations for its abandonment are on the increase. Also the new and revised textbooks of the past few years (1934-1937) have completely ignored it, or shown extremely definite preference for the take-away method. Probably the minor mention it has received is a somewhat unwilling concession on the part of the authors in the cause of service to those who still continue to use the method. It might be said that the diversity of subtraction methods has practically reduced itself to two rival methods, the take-away-borrowing and the take-away-carrying. A growing tendency for uniformity is observable. One writer² gives a concise summary of present conditions. He shows "that the take-away method is used nearly three times as often as the additive; that the borrowing or decomposition form is used two and a half times as often as the equal additions; and that the upward form is used six times as often as the downward." He concludes: "The take-away-borrowing, upward method, therefore, getting forty-eight per cent of the total votes, is the method that should be recommended, if present practice for the entire country is taken as a basis. No other combination receives one third as many votes as this combination. It would undoubtedly be of tremendous value from the standpoint of the learning of subtraction by children if this agreement could be realized for the entire country."

This recommendation seems a reasonable solution of the perplexing question.

²Wilson, G. M. "For 100 Percent Subtraction, What Method." *Journal of Educational Research*, March, 1934, pp. 503-508.

What They Want to Write

Sister Mary Digna, O.S.B.

IN THE carefree days before we began to talk about depression the student accepted the assignment of almost any type of theme with a breezy disinterestedness. The flapper collegian shook her wind-blown bobbed head, reached for her vanity case (it was a case, not a compact, then) and smiled her sweetest as if to say, "You don't expect me to write about *that*." It required courage on the part of the freshman-composition instructor not to weaken in behalf of the "sweet young thing" innocent of most educational lore, but thoroughly interested in her sorority dances. Somehow or other a topic was assigned, a theme demanded, and some return received. Since then, times have changed. And unfortunately there was no transitional period to prepare us for the things as they are.

Shakespeare's statement, "A maiden hath no tongue but thought," may be applied now with greater accuracy than ever before, to the flapper's younger sister, victimized socially and economically by the recent period of financial stress. She enters the lecture room, not politely disinterested, but politely bored. Her attitude is frankly, "I am here because there is nothing better for me to do. So do your tricks." To suggest to her a theme topic as conventional as "Advantages or Disadvantages of Sororities" or "My Three Vocabularies" is like casting bread upon the waters.

In most colleges, freshman composition is still listed as a required subject for the majority of entrants. It has been my duty to innoculate with the fundamentals of writing most of the hundred freshman registering each year at a small Midwestern woman's college. But since the passing of the happy-go-lucky girl of predepression days, I have been forced to reconstruct my method both of approach and procedure.

Realizing that to learn how to write, one must write, I have had to adhere to the custom of requiring themes. But before assigning themes last fall, I determined to find out in what the more serious-minded among my students were really interested. Were there well springs of enthusiasm untapped in these young souls? Were they, too, curious about the ordinary trivialities of life? If I could pierce their apparent stoicism, I might with less trepidation suggest theme topics that would awaken a sympathetic response. To this end, I proposed this question, "What are the things you are eager to write and to learn about?" I received several thousand replies in the form of topics that were adaptable to the creative or investigative type of theme for the expository writing course.

Cataloging the topics into general groups, I discovered that the majority enumerated, in order of frequency or preference, fell into these classes: music, fashions, astronomy, science, social happenings, and current events. Here it is worth noting that an examination of the different textbooks for freshman composition revealed that the composition topics listed in textbooks failed to approximate in kind the topics that the students proposed. Personally, I believe, so far as educative value is concerned, the balance is in favor of the students' choice.

Under music, I noted topics relating to the

Editor's Note. The method — and particularly the principle underlying this paper — are applicable to both the high school and the elementary school. The starting point in composition as in many other aspects of education is the child. That is where we begin.

development of musical instruments as the piano, the violin, the clarinet, and the saxophone. Particular types of music relative to the history and evolution of folk songs, Gregorian chant, negro spirituals, Chinese and jazz music were proposed. Musical forms like the rondo and fugue were offered for developing an expository theme of comparison. Music masters such as Bach, Beethoven, and Chopin were listed for themes on individual characters. Music as a source of either an inspirational or an informational field for theme topics has been almost ignored, if textbooks are any criterion for a conclusion. That the students are very much interested in music is evident. If this interest is the result of music appreciation in the schools or of radio music in the homes, I cannot say.

It may not be unusual that in a college for women, fashions and fads of women rated next to music as a source of feminine interests. Here are a few representative titles: Why Paris is the Fashion Center, Cycles in Fashions, Trend of Women's Clothes toward Masculinity, Adrian's Work for Movie Stars, Fashions in Old Rome, and Effects of Changing Fashions. Other topics centered around dress designing and color combinations. One of the most entertaining as well as most informative themes this quarter was written on the development of shoes.

Little wonder that the starlit heavens suggested many and various topics concerning the planets and constellations. The fascinating myths about the heavenly bodies had intrigued the students. Representative topics under "Astronomy" were: Goddesses and the Stars, The Story of the Milky Way, The Role of the North Star in History, Pluto, a New Planet, Galileo's Contribution to Astronomy, How the Stars were Named, Causes and Effects of Eclipses, and The Star that Lit the World's Fair.

Scientific interest was revealed in suggestions as: Uses of Radium, Television in the Future, How Neon Lights are Made, Greek and Roman Ideas of the Elements, and the Cause of Static in Radio. Russia was the most provocative source in the way of interesting countries. Russia's attitude toward education, religion, and the press was offered from various angles as topics for themes. Customs of the Japanese called forth queries from many students.

Such individuals as Mussolini, Bernard Shaw, Hitler, Helen Keller, King Carol, Mahatma Ghandi, Dollfuss, Byrd, Prince of Wales, Jessica Dragonette, and the Mayo Brothers revealed a wide divergence of interests in personalities. One in every ten topics was what I might term a "surprise suggestion." Commonplace objects had evidently piqued the curiosity of the students who listed as possible theme topics: The Origin of Sandwiches, Development of Fans, Develop-

ment of Umbrellas, The Evolution of Chairs, and How a Dictionary is Compiled.

Most of the topics demanded considerable outside reading, but this gave the students the best opportunity for learning how to evaluate and to select material, how to gather facts and to make them their own, and how to increase their general information. Much enthusiasm has been shown in listening to the themes that were read. Discussions have arisen in which the author of the theme has been obliged to elucidate or to defend a conclusion at which she may have arrived.

Some of the themes have taken the form of oral composition which is a subtle device for killing two birds with one stone. In oral composition the student not only organizes the material for her hearers, but she develops poise and facility of oral expression.

Since the composition periods were all too short to read, to discuss, and to correct themes, the method of devoting a period or a fraction thereof to practice leaves and handbooks for the mastery of the mechanics of writing has been changed. Each student now has a chart which is kept in the conference room. All the mechanics of writing are outlined on the chart. The theme reader checks the errors not only on the student's theme, but also on her chart. During the student's regular conference period, her chart is gone over and assignments that are helpful to her in her particular difficulty are made in the handbook. These assignments are checked over at the next conference, although from time to time diagnostic tests in the mechanics of writing are given to the entire group.

Every theme assignment for the past months has included subjects from the list of the students' topics. Judging from the eager response during these last weeks, I have concluded that whatever changes were made, even though slight in reality, they have been to the advantage of the serious-minded collegian.

WHAT SHALL BE DONE?

What shall be done with the boy who has finished the lesson assigned, and whose eyes are twinkling with mischief? While he slyly eyes the teacher, he is waiting to tickle the boy in front of him or kick the one opposite. The teacher sees these signs, and if a wise one, quickly decides what to do with him until time to recite. He has solved as many problems as a boy reasonably should, and, it may be, has already solved two lists whereas the other children have not finished one. An experienced teacher knows an ounce of prevention is worth a pound of cure, and something must be done at once or trouble may come which can never be cured. Hand him a book which at the present time is of interest to the school and he at once settles down to its perusal and the trouble is avoided. Give him some copying to do as he writes neatly. Allow him to grade spelling lessons and he thinks he is not only helping but is being honored. He may have some composition or notes of his own left over to copy, some songs or some drawing. Instead of allowing the bright but mischievous boy to sit and get into mischief, for he must do something, he can surely be given occupation which will not only interest him, but be a help and a relief to the teacher. — *Canadian Teacher*.

THE LOST SHEEP

A Drama in Two Acts

Sister M. Catherine, O.S.U.

CHARACTERS: Amos, an old shepherd; David, a young shepherd boy; Rachel, mother of David; Esau, father of David; Johannes, cousin of David; David's Guardian Angel; small Jewish serving maid.

PROLOGUE

The shepherd with his flock hath ever been
Of poet's song the favored theme;
The drama, oft, throughout ages past
In pastoral scenes its lines has cast.
The artist's brush, on canvas rare
Hath limned for us the hillside bare
Whereon, through all the silent night
The shepherd keeps his vigil light.
Adown the years since time began
The shepherd's crook hath beckoned man.
For in this simple, quiet life apart
The thoughtful man found God close to his heart.

Aye, God hath ever shown unto the shepherd pure
A love of predilection, fast and secure.
The gentle Abel's sacrificial lamb
Hath won a martyr's crown, in the Eternal plan;
And little David, singing his psalms to God,
Hath learned in solitude to wield a kingly rod!
So, on that blessed night when our dear Lord
Was born
He chose from kingly honor to be shorn,
Thus to the lowly shepherds, watching by their fire,
Came first the heavenly strains of the angelic choir.
And, when to manhood's state our loving Saviour rose
The sweet name of Shepherd from all else
He chose.
And touchingly for us He hath portrayed
How the Good Shepherd, of His own life unafraid,
Doth search afar for his lost sheep
And, till He find it, will not rest or sleep.

Thou art, our Pastor dear, a shepherd true,
And we, thy little lambs, thou tenderest too;
Thou dost not wish that we should stray
And for thy flock thou toilest night and day.
Thou hast no fear of storm or wintry gale,
Thy only care — to keep us in the pale
Of that great Church, where from eternity
God hath ordained thy life's task is to be.
And so, dear Father, this our Shepherd play
We give to honor your loved Festal Day.

PLACE: The Judean home of Esau, Rachel, and David

TIME: Late afternoon

ESAU [*To old Amos, who sits on a chair near the open, arched doorway, head bowed as if weeping*]: Come now, friend, cease thy weeping. Thou hast done all that's in thy power. The fault is not thine. 'Tis useless, then, to spend thy days in vain repining over what cannot be mended.

RACHEL: 'Tis even as my husband saith, good father. Grieve not so sorely, but come, take heart, and cheer thyself with a cup of this good red wine. 'Twill refresh and comfort thee.

AMOS: I thank thee, good friends. Thou art kind indeed, but I cannot partake of thy refreshment. [*He sighs heavily.*] My heart, alas, is too heavy. [*Looks out of the open door*]

Editor's Note. Here is a play that was composed and presented in honor of a pastor's feast day. The play was repeated by request, many of the second audience having already seen the first performance. The play is suitable for many occasions. If not presented in honor of a priest's or bishop's name day, just omit the Prologue.

The shades of night are falling fast over yonder hills, and I must needs be on my way. Farewell and may you be blessed by the God of your forefathers, the God of Abraham, the God of Isaac, the God of Jacob. [*He raises his hand in blessing over the two, who stand with bowed heads.*]

ESAU AND RACHEL: We thank thee, and may the Lord go with thee and bless thee also.

[*David enters as the old shepherd leaves. He stands and watches him, then turns to Esau.*]

DAVID: What aileth the old man, father? Is he ill, perchance, or hath he suffered some foul injury, that he weepeth so bitterly. Or, [*more eagerly*] mayhap some one of his household hath died, and he hath come to bid thee to the funeral!

ESAU: Aye, and well we know that were it a funeral, naught would please thee better than to haste away at once, leaving the good supper that thy mother hath prepared for thee. Though what enjoyment thou canst find in thy ceaseless running after funerals passes my understanding!

RACHEL: 'Tis a strange entertainment, surely! 'Twas only yester eve that I searched the courtyards for the lad, being wishful of sending him on an errand, but nowhere could he be found. And when he did return, 'twas the same old tale. Some obsequies of I know not whom had held him captive in a magic thralldom.

DAVID [*Eagerly and coaxingly*]: Ah, dear mother, if thou didst but know what fun it is! 'Tis true, sometimes I feel afraid — the poor, dead body lies so still and pale upon the bier. But the mourners, Mother! Oh, 'tis such a sight to watch them gnash their teeth and rend their garments, and tear out great handfuls of their hair by the very roots, the whilst they howl and wail! And all know 'tis not for sorrow, but for hire that they thus act so strangely! But father, thou hast not yet told me what aileth the aged shepherd. Surely some grievous hurt hath befallen him!

ESAU: Thou sayest truly, David. 'Tis a grievous hurt, indeed. The old man hath lost one of his flock, a favorite sheep, that he fears hath fallen prey to the wolves. He hath searched in vain these two days and nights, and cannot be consoled.

DAVID: Ha, ha, ha, a sheep! A lost sheep hath caused all those tears and wailings! Oh, what a foolish old man to grieve for a sheep, a silly old sheep! Why the markets are full of sheep. Why doth he not buy another to take its place? Or is he too poor, perchance? Ha, ha, ha. [*Laughs very heartily*] I would never shed tears for the finest sheep that was ever weaned!

ESAU [*In a tone of mild rebuke*]: Thou knowest not what thou art saying, my son. Thou'lt tell a different story when thou thy-

self art a shepherd and hast the care of the flock. But come now to thy supper. Thy mother hast waited long enough. [*They all sit down and partake of the evening meal, which is served by the little serving maid. David rises when finished, crosses over to his mother and puts his arm lovingly around her neck.*]

DAVID: 'Twas a good supper, and thou art a good, kind mother!

ESAU [*In a pleased tone*]: 'Tis well said, my son [*then turning to Rachel*] Rachel, thou art the valiant woman of whom we read in the Book of Wisdom. "She hath looked well to the paths of her house and hath not eaten her bread idle. Her children rose up and called her blessed, her husband and he praised her." — But I must go out to the fold and see that the sheep are fed and safe for the night.

DAVID [*eagerly*]: May I go also, father, and help thee?

ESAU: Nay, not tonight, my son. Stay with thy mother. She hath some tidings to tell thee. [*He puts on his shepherd's head covering and goes out.*] [*David looks after his father with a puzzled expression, then turns to question his mother. She is busy helping the little serving maid to remove the remains of the meal. When all is finished and the maid has gone, he goes over to his mother who has seated herself in a large chair near front of stage.*]

DAVID: Mother, what does my father mean? What hast thou to tell me? [*Then more anxiously, as he observes the grave look in his mother's face*] Nothing is wrong, mother? Thou hast no bad news to impart?

RACHEL: No, my child. Thou needest not be alarmed. All is well. But come, stand here before me, that I may see thee better. Thou art a fine, strong lad, and tall for thy years. How wouldst thee like to take thy father's place for awhile?

DAVID [*in a tone of astonishment*]: Take my father's place! What does thou mean, mother? My father is not ill? [*Takes a little stool and seats himself at his mother's feet and looks anxiously up into her face.*]

RACHEL: No, thank God, thy father has always the best of health. But he it obliged to go on a journey. Business, of very great import, calls him to a far distant city. It may be that he will be absent for many weeks, mayhap, even for months. Dost think thy father and I could trust thee to look after the flock and help thy mother here with the cares of the household?

DAVID [*in an awed and subdued voice*]: Mother, dost mean that my father will really trust me to take care of the sheep, to lead them, alone, to the hillside pasture, and to bring them safely to the sheepfold at night?

RACHEL: That is thy father's wish, my child. But thou art very young and fond of thy freedom, and thy own pleasure. Art willing to give up thy play and thy companions, and to remain alone all the long day watching the sheep?

DAVID: O, Mother, thou knowest that I love to go with the sheep! Never have I been happier than when my father hath permitted me to accompany him.

RACHEL: Yes, but then thy father wast with

thee, and thou couldst converse with him. Now thou wilt be alone and thou wilt have to keep the sheep out upon the hills many times during the entire night, with no companions but the stars, and with, perchance, a prowling wolf to combat. Art thou brave enough for this, my son? Wouldst thou not be afraid?

DAVID [*jumping to his feet*]: And of what should I be afraid, dear mother? Hast thou not taught me from infancy that the great and good God is everywhere? And will He not watch over me and keep me from harm whilst I am watching over the sheep? Why, then, should I fear? Oh, rather should I sing and dance with very happiness, like the royal shepherd, David, whose namesake I am!

RACHEL: Well, and truly, hast thee spoken, and proud wilt thy father be that he has a brave and good son to leave in his stead.

DAVID [*To himself, in a tone of wonder and exaltation*]: I shall be a shepherd, a real shepherd!

RACHEL: But my son, remember, thou hast many things to learn before thou canst be a real shepherd. Thou must know thy sheep, everyone by his own name, and thy sheep must know thee. They must learn to recognize thy voice, because only by thy voice will they know thee and follow thee. Thou must stay close by thy father these next few days before he departs.

DAVID: Already, my mother, do I know many of the flock by name. 'Twill not take me long to know them all. And, oh mother, mother, how happy shall I be when they shall no longer call me just "David, the son of Esau," but "David, the shepherd boy."

(*End of first Act — Curtain*)

SCENERY: The room in which the foregoing act takes place should be furnished as far as possible like the pictures of Jewish homes seen in Bible illustrations. At the back of the stage at a presentation of this play was a wide archway, behind which could be seen, in the distance, a view of rolling hills and cloudy, blue sky. The room was furnished with old-fashioned high-back oaken chairs, a long, narrow table; a piano bench served for one bench at the table, and I had also two oak stools. Red, velvet draperies were hung over two of the wings, while oriental hangings were hung also at the archway. The floor was covered with a red, oriental rug. The table was set when the curtain went up. We had a white linen cloth with red bands. A large wooden bowl was filled with fruit (oranges, bananas, grapes, etc.). We had a large wooden plate, with a loaf of bread, the kind that is long and tapering at the ends, wooden knives, forks, and spoons, plates, and large goblets which the serving maid filled with wine (cherry pop). A large wine jar, about two feet high stood near one corner of the table. After the table was cleared, the mother placed over it a beautiful silk oriental cloth, beautifully fringed.

ACT II

SCENE I. On the hillside—About two months later David is seen sitting, his arm lovingly clasped around his dog, on the top of a grassy knoll, watching his flock, which is grazing below, out of sight of the audience. It is evening and the moon is shining.

DAVID: How wonderful it is to be a shepherd! How peaceful and quiet it is here on the hillside, far away from the noisy streets of the village! Methinks God's home is very near; mayhap 'tis just beyond yon snowy clouds, for oft, when the sun is shining through, I seem to see God's face smiling upon

me. I never dreamed how sweet 'twould seem to be alone, and to hear naught but the soft munching of the sheep as they feed upon the tender grass, or the timid bleating of the little lambs when they have perchance lost sight of their mothers! [*He stretches out his arms, as if in an ecstasy of happiness.*] Oh, I am so filled with joy that, like the great psalmist, David, of old, I must needs sing with very happiness! [*Sings, "He Shall Feed His Flock" from Handel's "Messiah."*] He looks down at his sheep as he finishes his song, and laughs joyously. Ha, ha, ha! 'tis fun to sing for such an audience! The sheep have all stopped their grazing to listen to my song. How well they know my voice! And yet, 'tis passing strange that knowing my voice they yet know not my face. I could sit here in this spot forever and wait, yet (an' they heard not my voice) ne'er a sheep wouldst move to approach me. [*Turns to his dog and pats his head.*] They are not like thee, my Beppo. Thou knowest thy master's face full well, good fellow. But look, Beppo, methinks a storm is nigh. The moon, which shone so brightly but a short while ago, hath hidden her light behind yon dark cloud, and hark! There is the distant roll of thunder. 'Twere unwise to keep the sheep out tonight and risk being caught in the wind and the rain. We must make haste, Beppo, and gather the flock together. Look thou to that silly old Johannes. Always he is wandering from the flock, and never is he to be found when wanted. Go after him, good fellow! Help thy master round up the sheep. [*He stands on the hilltop looking down and yodels, then appears to be counting the sheep.*] Ah, they come, they come. All, all are there, even old Johannes, at the end of the line, as usual. Ah, how beautiful it is to see them come, a hundred of them, at the sound of the master's voice! Never shall I grow weary of this sight! [*Turns to his dog again.*] But we must hasten, lest the storm be upon us ere we gain the shelter of the sheepfold. [*Goes off stage, whistling, his dog at his heels.*]

(*Curtain*)

SCENE II. The sheepfold. Part of the exterior of David's home is seen at side of stage, right. On the left, part of the stone wall of the sheepfold. David is seen standing at the door of the sheepfold.

DAVID [*impatiently*]: 'Tis even as I feared! Johannes is missing from the flock! The old laggard is enough to try the patience of holy Job himself! 'Tis likely enough I shall find him meandering down the village street with a pack of mongrels snapping at his heels. [*Shuts door of sheepfold with impatient energy, and goes toward the entrance of his home. Calls*] Mother! Mother! [*Rachel appears at the open doorway.*]

RACHEL: Thou wert calling, my Son!

DAVID: Yes, Mother. 'Tis the same old tale. Johannes hath lagged behind and is lost again, and I must needs go after the old sinner. 'Tis little patience I have left, and I tell thee. Mother, 'tis a right good flogging that he should receive!

RACHEL: Excite not thyself, my son. Let not thy temper rise. Mayhap the poor beast hath not wandered so far away but that thou canst find him easily. But come, dear child, come, and partake of the warm supper that I have prepared for thee. 'Tis hot and steaming on the table.

DAVID: Nay, I must hasten back, though I fain would stay with thee. Look, Mother, how yonder sky grows dark with stormy clouds,

and several times have I heard the angry thunder roll. I should wish to find Johannes before the storm breaks.

RACHEL: I like not that thee shouldst be out alone, with a storm approaching. I beg thee to ask thy cousin, Johannes, to go with thee. He is a great strong lad, and will be a help, as well as company for thee.

DAVID [*With a little laugh*]: I doubt much that he can be of any help. But, as thou sayest, he will at least be company, and I shall ask him to please thee. Farewell, for I must be upon my way. [*Goes off stage, as curtain falls.*]

SCENE III: On a rocky hillside. The sky is dark, thunder rolls, with an occasional crash, lightning flashes. Johannes enters first with weary, dragging steps, leaning heavily on his staff. He sits down on a rock, exhausted. David follows.

JOHANNES: I tell thee, David, I can go no farther. We must have traveled miles from the pasture. My heart beats heavily, and each foot seems to weigh a ton. Scarce can I bear the aching of them! [*He breathes heavily, being a very stout lad.*]

DAVID [*Standing near Johannes, with his hands on his hips, and shaking with laughter*]: Ha, ha, ha! forgive me, Johannes, but I cannot refrain from laughing, so much thou remindest me of thy namesake, Johannes. Just so he walks! [*Walks off a little way, waddling from side to side*] So fat he is that he waddles like the ducks in thy father's barnyard! Ha, ha, ha! [*Laughs heartily.*]

JOHANNES [*In an aggrieved tone*]: Thou art a churlish lad, to bring me out here, far from home, and in the storm, looking for thy pestiferous old sheep, and then to stand there and make fun of me!

DAVID [*Crossing to Johannes and putting his arm over his shoulders*]: Forgive me, Johannes, Thou art indeed kind and generous, and I am sorry that thou art so fatigued, and that I laughed at thee. As for Johannes, thou hast rightly named him, for a more pestiferous animal hath never walked than he. I tell thee, Johannes, that were it not for my father being so fond of him, naught would have kept me from taking him to the market to be sold for mutton!

JOHANNES: An' thou hadst, I wager thee'd have a sorry time getting thy money. 'Tis not a farthing that I would give thee for his whole carcass. But David, why doth my uncle set such store by the ungainly beast?

DAVID: Well, 'tis in this wise, Johannes. He hath been with the flock ever since he was born. His mother, died when he was a tiny lamb, and my father had great trouble in keeping the little animal alive. He hath always been greatly attached to it. Thou canst see for thyself that I would not dare to dispose of him, tiresome though he is, whilst my father is away.

JOHANNES: Well, methinks the wolves have saved thee the trouble!

DAVID [*Looking up a little startled*]: Dost really think so? [*Then a little wistfully*] I like not the thought, Johannes. 'Twere a sorry ending for the poor beast.

JOHANNES: Why shouldst thou care? Thou hast an hundred others to take its place, and have I not often heard thee say that thou wouldst not grieve over the finest sheep that was ever weaned? And now thou art beginning to regret that thou hast got well rid of thy old nuisance! Come [*he rises as he speaks*] let us leave this dreary waste, and return to our warm homes. Surely no sheep is worth our staying out all night in such a God-for-

saken spot amidst the storm! We do but endanger our health, nay, our very lives!

DAVID: Thou dost not understand the duty of a shepherd, my cousin. Even though the ninety and nine are safe within the shelter of the fold, if one only hath gone astray, then must the shepherd search until it is found. [*Jumps to his feet*] Oh, Johannes, I must go on! I must find my sheep, even though my life were to be the price. See! How the storm grows ever more fierce, and how the lightning rends the sky! Alas, my poor Johannes, thou art old and feeble, and oft have I scolded thee, and been harsh to thee! And now thou art alone and helpless, or hast fallen a prey to the savage wolves! Oh, that I might find thee, that I might once more hear thy voice. Thou wert the very best sheep of all the flock, and now I have lost thee! Nay, it cannot be that thou art dead. I will call thee again and thou wilt hear thy master's voice. [*He stands on a high rock, looks anxiously all around, then yodels and calls his sheep by name again and again, then listens intently.*] Alas, he does not answer. I fear that he is dead. [*Sits down with head bowed mournfully. Just then a faint bleating is heard, as if from a great distance below. David leaps to his feet, exclaiming excitedly.*] Didst hear, Johannes? 'Tis he! 'Tis he! I go to find him! [*Both boys climb to the top of the high rock and appear to look down into a deep ravine.*]

DAVID: Look, look, Johannes! See, far below, that spot of white on yon jutting rock! 'Tis he, my poor Johannes. How still he lies, but yet he is alive. Hark! [*They both listen and again a faint bleat is heard*] See! He hears my voice and calls for help. I go to rescue him. [*Starts to climb over the edge of the sharp rock, but Johannes grasps his arm.*]

JOHANNES: Art thou mad, David! The way is steep and dangerous. Thou canst not risk thy life for a paltry sheep!

DAVID [*Pulling away his arm from Johannes's grasp*]: I tell thee, I must go. A good shepherd thinks not of himself, but only of his sheep.

JOHANNES: Then will I go with thee.

DAVID: No, No! Thou couldst not help me and thou wouldst be in great danger of falling. Thou knowest thou art not used to climbing. Do not fear for me. My feet are sure. Like a goat I can climb these rocks, and I have no fear. Watch here, and pray, that I may bring back my sheep in safety. [*David disappears over side of rock Johannes watches. David's guardian angel appears for an instant bending protectingly over the gorge where David has disappeared.*]

JOHANNES [*Kneeling at edge of rock and gazing down*]: Ah! How slowly and carefully he descends. 'Tis even as he said, his foot is sure. But oh, how deep the gorge! What danger lies below! [*Draws long breath*] There! He hath reached the sheep at last! Poor thing, it cannot stand. Methinks 'tis badly injured. Now he hath raised it and placed it on his shoulders. Alas, how can he climb, thus heavily burdened. Oh, I cannot bear to look! [*Covers his face with his hands, then clasps his hands and looks upward*] Dear God, assist him, lest his foot slip and he fall backwards into the abyss! Ah! [*Holds breath*] Thank God, he is almost up. [*David's head appears over edge of rock. Johannes helps him over and takes the injured sheep from his shoulders, laying it tenderly on the ground. David throws himself on the ground exhausted. He lies still for a few moments, breathing heavily, then springs*

to his feet, runs to the old sheep and puts his arms around its neck, laughing and crying at the same time in an ecstasy of joy.]

DAVID: Oh, I am so happy that I must needs weep for very joy. [*He pats the sheep's head lovingly and talks to it.*] Ah, dear old Johannes, poor sheep! Never again shall I scold thee, or speak harshly to thee. Always shall I wait for thee, poor fellow. [*Jumps to his feet and cries out excitedly.*] Oh, Johannes, dear cousin, let us go quickly to the village! Let us knock on all the doors and call the people from their houses that they mayest rejoice with me because I have found my sheep. Let us tell them how that my sheep, my dear, dear sheep was lost, and now is found again!

[*Curtain drops as the two boys bend down to lift up the sheep.*]

PROPERTIES: For this outdoor scene we had a back drop and wings specially painted with blue sky and floating white clouds, and rolling hills and rocks copied from a landscape as represented in Biblical pictures. We used ordinary unbleached muslin at six cents a yard,

forty yards altogether. For the thunder we used a thunder sheet made of galvanized iron. The lightning was managed with the aid of a local electric shop. For the moonlight we used a blue floodlight. For the last scene we covered the floodlight with different colors, red, purple, brown, etc., until we got a lurid light, representing a storm. For the high rock we had different shaped boxes nailed together and covered with heavy rock paper. For the other rocks we used beaver board cut and painted to represent rocks. They were grouped so that they made a very realistic gorge. For the grassy knoll in Scene I, Act II we used the same rock covered with artificial grass borrowed from an undertaking establishment. We had enough to cover the entire stage. One or two medium-sized spruce trees were put into the scene. As for the sheep, if it is possible to have a live one that is quiet and tame, so much the better, but as that was impossible we used the skin from a very large sheep, with the head also, stuffed and made to look very real. The legs we left dangling as if they had been broken.

A False Lead

Mrs. O. M. Gauerke

AN army of would-be Greeleys, Charles Danas, Pulitzers, Bennetts, Winchells are attempting to be trained on student newspapers throughout the land. They scribble, they gather news, sometimes they scoop trained newspaper men in the verve first and unabashed nerve. They peddle advertising to merchants who, because Mamma Geveltefish trades with them, cannot put thumbs down.*

The world has no need for this army. Already too many are in breadlines. Since the death of personal journalism, standardization of newsgatherings, syndication of editorial features, the field grows ever smaller. Why then nurture and foster false ambition in high-school ranks? The number of college majors in journalism who fail to find employment in this highly restricted field is sufficient.

The high school should not be a playground of specialization but a serious four-year sojourn among the arts, sciences, languages, history, and economics. If high-school journalism be limited to a study of daily newspapers, then its purpose would be adequately fulfilled. For daily newspapers provide information on current events and on the vital problems, politics, and economics. Also they discuss the arts and sciences. In this they serve the student well.

But journalism taught on a professional basis, with a weekly or monthly newspaper as its aim, is fraught with dangers. Students find the work so demanding they neglect the fundamental studies, without which they cannot attain a high place in journalism. Teachers realizing the extra work entailed by students working on school newspapers are apt to be lenient in other assignments. Business men become annoyed at the swarms of young advertising solicitors who besiege them and who for personal reasons they cannot turn down wholly. And lastly we have to consider the frustrated ambitions of those (who made good on school papers) discovering themselves not quite good enough to earn their salt via the press.

*See the editorial on this subject in this issue of the CATHOLIC SCHOOL JOURNAL.

It is true that the practice of writing about actual happenings is excellent training in writing, making for clarity and vividness of expression. But this need not necessarily take the news form, nor need it see the light of printer's ink to train the student in mastering prose. Even before journalism swept and disrupted the scholastic trend of the educational system, teachers employed the factual method to teach writing. They could still continue to do so without printing student writings and also taking care not to give too intensive training in this field.

But newspapers serve the school, and, without them, students and faculty in large schools could not keep pace with the happenings at the school, say those who insist on journalism in high schools. Yet in almost every instance, news that is printed in these papers has previously had bulletin-board or verbal announcement.

A nonstudent paper for all schools within a large city would serve schools better than the present system. This paper would establish an exchange of news among schools and thus break down class barriers existing in schools where there are more than one in a town or city. Edited through the school system by a professional, its news would be more selective and afford a bridge to the outside world. Now the student with his provincial high-school paper lives in a smug, self-centered, narrowing sphere.

Such a paper would be established on the same principles as a metropolitan newspaper — important news would take front page; sports, society, editorials, and humor would appear. Each school would be featured in proportion to the importance and value of its selective news.

Students would have opportunity to write news for publication, but would be spared editing, make-up, circulation, and advertising problems. As contributors to this all-inclusive school paper, student writing would become more effective than now for the competition would be more lively. To become a reporter on, say the *City School World*, the student would have to display the same competence

necessary to a metropolitan newspaper reporter. Once established this paper might even remunerate such reporters as rose from the ranks.

In small towns, where such a paper could not be supported, the local newspaper would gladly devote several columns to school news. A survey of small-town newspapers reveals that they are now doing so.

To serve its larger ends, the all-school newspaper would acquaint not only the student, but also parent and public with important phases of education, legislation pertaining to education, teaching appointments—everything of immediate importance in the educational world.

Most of the editorials—the soul of every newspaper—would be written by authorities.

Science teachers could contribute authoritative and informative articles to stimulate young minds; history and economic instructors could write on vital issues of the day. Music and art columns could arouse interest in these fields. All this may be attempted in school publications and will fail of its purpose because students cannot stimulate their own or other intellects. No student is an authority.

The student's weakness for seeing his or her work in print is a force which should be disciplined by making the student conform to standards higher than those of the usual school sheet. An all schools' newspaper, edited by a seasoned and professional expert would supply this much-needed and more lofty standard.

pupils, she will recall such humble facts as have been mentioned, along with the spirit of patriotism that every good teacher inspires, there will be given to the pupils the realization that since they are citizens of a great republic their responsibility is correspondingly great, and their ideals of citizenship must be correspondingly high.

There is, however, the possibility that a very zealous teacher may carry too far the attempt to fix high moral standards while teaching the common branches. It would not do to moralize in every lesson day after day. Only a feeling of disgust could result from such a procedure. Then, too, the tactful teacher will not herself pick out the lesson to be learned, except in the first few instances, and only until the pupils have acquired the ability to see it themselves. Dr. Wile in his *Relation of Intelligence to Character*, says: "I think that a high degree of character development does not come through direct appeal to the intelligence but results from what Dr. Cabot terms 'entering the mind by the back door,' that is, by suggestions. The suggestion that goes to formulate character is often more effective than the direct intellectual appeal."

The teacher in the Catholic school, should, it seems to me, enjoy a great sense of security, for she has at her disposal means of direct and indirect appeal; that is, the Catechism lesson as well as the lessons in the other branches, whereby she may fashion the young idea. It is in her power to make the secular subjects the handmaids of religion, bearing in mind, that since God's holy law must permeate every moment of our lives, it behooves her to make all things conduce to that great end. Then will the words of the Apostle be verified: "All things work together unto good for those who love God."



MOTIVATING ORAL ENGLISH

A teacher of English in a New York City high school was worried about the lack of interest in the oral work in the eleventh grade. He noted also a constant complaint among his pupils about the lack of school spirit in the whole school. The pupils complained, for instance, that too few pupils were joining the general school organization. Taking this as his cue, Mr. Zisowitz suggested to his two eleventh-grade classes that they submit to the principal a new constitution for the student organization.

Each class organized a convention to draft a constitution. Their discussion revealed an amazing amount of knowledge of the problems to be solved. Even the most diffident among the pupils entered wholeheartedly into the discussion. Committees were appointed on discipline, finance, athletics, social affairs, representation, publicity, and drafting of the constitution. The immediate result was the submission to the principal of two tentative constitutions.

The teacher sums up the educational results as follows: 1. It has vitalized the oral-composition classes; 2. It has enlisted the active participation of every member; 3. It has helped the students to learn how to think clearly; 4. It has developed in them the democratic ideal of constructive rather than destructive criticism; 5. It has shown them how deliberative bodies work; 6. It has helped them in organization of thoughts and ideas; 7. It has trained them to co-operate rather than to compete with each other; 8. It has helped them to speak with poise and conviction; 9. It has taught them the fundamentals of parliamentary procedure; 10. Perhaps most important of all, it has awakened their interest in the problems of their own community, the school.

This project is just one example that proves the well-known pedagogical principle that children as well as adults do their best work when they have a real purpose in view, one for which they feel a personal responsibility.

Teaching Good Citizenship

Sister Rose, S.C.P.

There is scarcely a subject in the curriculum which does not offer to the alert teacher an occasional opportunity for the discussion of Christian virtue. Civics is a subject wherein the teacher will discover many an opportunity to raise the moral standard of those under her care. During the civics class the children realize with greater ease, their position as social beings. I am not speaking of the cut-and-dried technical civics such as was taught in the classroom years ago, but of the community type of civics. The pupil comes to the realization that his town is *his*; his country is *his*; they are *his* to love, to improve, to defend. The same thing might be said of the school building; it is *his* school. All three of them are asking something of him every day, because their very life depends upon *him*. Thus the idea of responsibility grows and becomes such a personal thing to him that it calls forth all his pride of achievement. Preserving the school property and the lawns, keeping his yard and the streets near his house clean, observing the speed laws, riding a bicycle on the road instead of on the sidewalk, all these things take on a new significance. To shirk duty in these matters now seems, in a measure, a sort of betrayal of one's school or town, because of one's failure to respond to a sacred trust.

Among the posters published by the National Child Welfare Association, 70 Fifth Ave., New York, N. Y., is one entitled "Reliability," and picturing "Honest Abe Lincoln." Beneath are the words, "Without mutual trust men cannot live together. Every citizen must be honest, play fair, tell the truth, and keep his word." It would be an excellent thing to hang such a poster before the class during the lesson in citizenship. Gradually there will be awakened in the minds of the pupils, the vast importance of this mutual trust. Dr. Shields, in his *Philosophy of Education*, says: "The faith of man in his fellowman lies at the foundations of a democracy." It might be a good idea to assign that quotation as the subject of a thought problem to be discussed in class. The children can easily be made to see how intolerable would be the existence of people doomed to live in a community where no one could trust anyone else.

Since mutual trust is, then, so absolutely necessary to life, liberty, and the pursuit of happiness, it naturally follows that to betray trust is correspondingly bad. Dishonest jurors, judges, bankers—all who seek their personal

gain at the expense of public good, commit a twofold outrage against society. They deprive those who trust them of a material good, and that is bad enough. But after all, Shakespeare was not far wrong when he called the purse "trash"; it is trash compared to the trust and hope that man entertains in and for his fellow man. But to deceive, to destroy faith and hope in the heart of another, and to plant instead, the seeds of bitterness and suspicion, is a crime whose ugly echo too often rings through all eternity.

Then, too, the loss of hope robs the victims of any desire to try again. The ideal thing to do, is, of course, to keep on trusting and hoping, even after one's confiding nature has received a shock. But there are not so many Columboes who could answer the mate's question, "What shall we do when hope is gone," with the heroic words, "On, sail on!" At least no one has the right to expose his fellow men to fail in doing the ideal thing by putting his confidence to so severe a test.

With these thoughts in mind, the pupils will see that any commission placed in their hands carries with it a sacred responsibility, even though apparently the task be insignificant. Men who have most honorably filled positions of trust are men who have prepared themselves beforehand by a life of fidelity to little responsibilities. Here the civics lesson might be correlated with the history lesson and the life story of Biblical and national heroes be made to bear out the truth of this statement.

Punctuality and politeness are two more civic virtues that may well be considered in the civics lesson. Both are closely linked with prosperity and good will; and good will especially is a necessary element for a happy life in a community. Where everything runs smoothly, there is no confusion, but it would be impossible for everything to run smoothly if punctuality and politeness were lacking.

It is now a recognized fact that government exists for the good of the governed. Too often, however, the "governed" is taken to mean "myself alone." The civics teacher must make every effort to show the pupils that the good of the many, not of the individual, must assume first place. Hence, obedience to law, whether the law be to one's liking or not, is absolutely necessary; else nought but confusion can result.

If from time to time amid the many technicalities that the teacher must impart to her

Primary Grades Section

Practical Lessons in Graceful Manners

Mary Caldwell Keyser

CHARACTERS: Mrs. Grace, Mrs. Blank, Mary Grace.

SCENE: Living room in the Grace home. Mrs. Grace is seated at a small table on which are the tea things. Mrs. Blank has on her hat; she is taking off her gloves and placing them on her lap with her purse.

MRS. GRACE: Lemon? And two sugars? [She hands the cup to Mrs. Blank then looks at her wrist watch.] Mary should be home by this time. I am always anxious about her until I know she is safely home from school.

MRS. BLANK: But the city has placed a traffic officer at the arterial crossing, Mrs. Grace; we mothers need not worry now.

MRS. GRACE: Yes, I know. But — [A child's voice is heard outside.] [Happily] There she is now.

MARY GRACE [Outside]: No, Tige, No. You can't [pronounced kant] come in. Maybe I'll come right back. [Enter Mary] Hello, Mother. Tige wanted to come in, too. [Mary places her books on the table and crossing the room, kisses her mother.] [1]

MRS. GRACE [Putting her arm around Mary's shoulder]: Mrs. Blank, this is my daughter, Mary. [2]

MARY [Crossing over to Mrs. Blank she offers her hand, speaks very distinctly and smiles pleasantly]: How do you do. [3]

MRS. BLANK [Smiling in a friendly manner]: How do you do, Mary. I am sure you are glad that this is Friday. [4]

MARY: Yes, Mrs. Blank, tomorrow I can play all day. We are going to play hopscotch. [5-6]

MRS. BLANK: I hope it will be a nice sunny day and that you enjoy every minute of it, Mary.

MARY: Thank you, Mrs. Blank. I hope so, too. [7]

MRS. GRACE: Mrs. Evans telephoned. Mary, and said she would call for you tomorrow at ten. She is taking the girls to the Athletic Club for a swim.

MARY: Oh, goody, goody! I'm so glad. Here is a notice for you, Mother. A Home and School Association meeting on Monday. [8]

MRS. GRACE: Oh, thank you. I must keep that in mind. I want to go.

MARY: Mother, Mabel wants me to go over to her house. May I? [9]

MRS. GRACE: Yes, dear, but I'd prefer that you play outdoors. [10]

MARY: All right, we will. Thank you, Mother. Goodby, Mrs. Blank. [Exit.] [11]

MRS. BLANK: Your little girl has very graceful manners; you have her very well trained. I congratulate you.

MRS. GRACE: Oh, thank you, Mrs. Blank. But Mary is naturally kind and so it has been easy to train her. Just a suggestion here and there.

[Curtain]

SUGGESTIONS

Your manners and customs express your personality. They should always be pleasing to Him who sees all things at all times and they need not be changed or put aside because there are guests in the house. Be natural.



[1] Greeting your mother on entering the house is a good practice for several reasons: It lets mother know you are safely at home; It gives mother an opportunity to deliver a message or make a request; It encourages expressions of love and affection in the family.

[2] When introducing people tell the elder or more important person the name of the younger person.

[3] When greeting people in your own home it is a friendly and courteous act to shake hands.

[4] A friendly, happy face is pleasant to look upon. It usually wins a smile in return.

[5] When a person speaks to you and says your name, it is courteous also to say her name when you reply.

EXAMPLE: Hello, Mary.
Hello, Mabel.

[6] It is well to add another sentence after answering "Yes" or "No." A plain "Yes" or "No" kills the conversation and often sounds rude — as though you would rather not continue the conversation.

[7] When a person wishes you well or gives you a compliment, respond, "Thank you."

[8] When a person is pleased it is pleasant to hear her say that she is pleased.

[9] A little girl asks her mother's permission to go visiting. When she is grown up she tells her mother where she is going and where she has been and seeks her mother's advice.

[10] It helps to make a child well and strong and beautiful to exercise out of doors in the fresh air every day.

[11] When you are leaving say, "Good-by" to the people whom you have met there.



A Science Program in Primary Grades

Sister Mary Ancilla, S.J.

Science plays such an important part in everyday life that the child needs to become familiar with its fundamental principles. From the study of science, besides acquiring a certain general knowledge, the child learns to observe, think, and act, and to appreciate the beautiful things of life. When he learns to love beauty in nature, his interest and enthusiasm are shown in such a way that he is not satisfied with stories in books, but he must have real experience. The child must see for himself.

In the study of science the child is seeking truth. He acquires the habit of making accurate statements concerning the little things, and this is an important step in leading the child to love for truth. As the usefulness of plants and animals is discovered, a spirit of kindness is developed in the child. He learns to care for those creatures which are more or less dependent upon him. Above all as the child goes on, and learns that all these things come from God, he acquires for Him the greatest love, reverence, and respect.

General Objectives

A. Knowledge —

1. To know how man is helped and harmed by nature.

2. To become acquainted with names and habits of certain plants and animals.

B. Abilities, Habits, Skills —

1. To develop habits of intelligent observation and understanding of immediate environment.

2. Ability and skill necessary to express ideas clearly.

C. Attitudes —

1. To become acquainted with form and color in natural things.

2. To increase, broaden, and deepen interest and appreciation in nature.

Correlation With Other Subjects

The time set aside for science is valuable, not only for nature or science but for art, English, writing, spelling, and reading.

"Drawing is a perfectly natural method of self-expression," says Anna Comstock in her *Handbook of Nature Study*. The child delights in expressing himself with crude strokes which mean much to him and he is eager to explain his efforts. When the teacher sees what the child seeks to express in his drawings he is able to aid him to the right path. Then the child is happy to see his own thoughts expressed in the flower, tree, or whatever the object may be.

We see the relation of nature or science to oral and written English as much or even more than to art. Stories composed by the child show his ability to express his thoughts in words. To prove that he knows of what he is talking the child makes an attempt to write his story. Guided by the teacher the child's hopes are realized. This has proved invaluable in spelling and writing.

Between science and reading there is a greater correlation, as science affords an opportunity of looking up material which otherwise the child might fail to have. Science

enables him to read more intelligently as he is anxious to discover for himself what happens to the bird, bee, or squirrel. New reading material is ever being presented to the child for supplementary work.

Definite Lesson Plan — Flowers

Specific Objectives:

To become acquainted with the flowers growing around the home.

To learn their names and be able to distinguish them.

To appreciate and love flowers under our care.

Actual Activities:

After making observations and collections of the flowers blooming around the home, the children bring them to the classroom. As each child tells the name and color of his flower, the name and color are written on the blackboard by the teacher. For instance:

cosmos..... white or old rose
aster..... purple
zinnia..... red
marigold..... yellow and orange
daisy..... yellow

The simplest flower will be selected to be analyzed. Questions the teacher or pupil might ask: What is the color of the flower? How many petals do you see? Are they round, long and slender, or short and broad? What color is the center? Does this flower grow tall? How many leaves has it? What shape is the leaf? Is the stem stiff or is it easily bent? Look at the roots. Are they straight or bushy?

The children tell little stories about flowers, and with the help of the names of flowers written on the board the second- and third-grade pupils are able to write simple stories such as—

The aster is purple.
It has many petals.

The zinnia is red.
It is larger than the aster.
The petals are wide and long.
I have a cosmos.
It is white.
There are eight petals on it.
It has a yellow center.

At the drawing period the pupils are interested in drawing flowers. The simplest one is chosen as the child is quite helpless in arranging the flower and leaves with the stem. The child will remember the names of these flowers if the vase is labeled in which each flower is placed.

The lesson will be most profitable if the teacher writes down all that the children have said about flowers and has it hectographed or typed and gives it back to them to read.

We shall see worth-while results:

Great interest in flowers.

Recognition and love of some common flowers.

Readiness in oral and written English.

Ease in writing and in art.

Intelligent reading.

Other Subjects for Study

In a program of this sort it is well to select subjects suitable to seasons. Flowers, plants, leaves, trees, insects, and weather may be studied in the fall of the year while in winter, weather, temperature, evergreens, goldfish, and winter birds may be of interest. The spring makes us think of the little seeds and buds, chickens, rabbits, and birds. Animals are extremely interesting to children any time of the year.

At any rate we should be able to study facts when they present themselves. For instance, the robin when he comes to our window, the butterfly that flits before us and the big woolly worm we see crawling for safety; in all these, pleasure may be found and knowledge acquired.

You will want illustrated poems, pictures, and designs for the paper, too. This will offer the child interested and talented in art an opportunity to demonstrate his skill.

Duties of the Staff

Select competent pupils as editors for the paper. The editor-in-chief aids the teacher in correcting articles. The news editor writes news articles. The art editor draws the illustrations. The library editor writes articles of a literary type such as short, original stories, book reports, and poems. Jokes and amusing incidents are written by the humor editor. The sport editor writes up the sports and games played by the class. We placed our arithmetic relay races and baseball games under sports. If ads are solicited and the paper is to be sold to cover the cost, have a business manager. If the size of your class permits, all these editors may have assistants. Name some pupils as reporters. These latter should watch for news or other suitable topics for write-ups and report to the respective editor.

General Make-Up

Important news articles should always be placed on the first page. Use the second page for literary articles such as mentioned above. The upper left-hand corner of this page should contain a masthead. This masthead gives the date, the name of the paper, and the editors together with the other helpers. Sports and humorous articles may be placed on page three and the remaining news articles on page four.

Watch for balance. Arrange articles of about the same length side by side. If your paper is small, a two-column page is sufficient. Some of the poorer pupils can help to prepare the articles for the typist. Each article should be neatly copied with no spelling mistakes. This gives less talented pupils with good penmanship a chance to contribute their bit toward the paper.

Correlation

The cost of distribution and printing provides some practical work in arithmetic. Problems such as these may be formulated and solved by the class.

One stencil costs 15c. How much will 4 stencils cost?

If it costs $1\frac{1}{2}$ c to send one paper through the mail, how much will it cost to send 24 papers?

A list of words used in writing the paper will furnish material for several spelling classes. The following is a list of words I used with the class:

article	type	stencil
humor	headline	copies
humorous	reporter	typewriter
project	ad	column
editor	ads	

One of our penmanship periods was devoted to writing addresses on copies of the paper sent to relatives and friends. Each child was given the opportunity to write at least one address.

Results

The children learned not only to observe, but to make oral and written reports of their observations. Better and more interesting paragraphs were written. Parents were acquainted with the classroom activities and were as pleased as the children with the finished copy of the paper.

Publishing a School Paper

A Project for the Fourth Grade

Sister Mary Laurita, O.S.F.

Aims

In working out this project with my fourth-grade pupils I had several aims in view. They were as follows:

1. To develop the power of seeing news in classroom activities.
2. To provide new and interesting work.
3. To improve paragraph writing.

Preliminary Procedure

Show the pupils a newspaper and call their attention to words such as: headlines, articles, sports, humor, news, editorials, and reporters. Then explain that a newspaper is written principally to inform people of important events. Review some of the outstanding classroom activities of the year and after explaining briefly about the five "W's" have them write up a paragraph on one of the activities they have previously mentioned. Allow all of them to participate in the criticism of each paragraph, and ask them to name the Who, What, Where, When, and Why. After they have gone through this procedure several times their paragraphs will show improvement.

As headlines should always be written in a sentence, naming the articles will give good practice in summarizing paragraphs. It frequently occurs that a word in the headline is too long or too short for the space allowed in a column. This necessitates the use of a dictionary to find suitable synonyms, thereby increasing vocabulary and teaching different ways of expressing ideas.

JUNIOR CHALLENGE

VOLUME I HOUGHTON, IA. FEBRUARY, 1937 NO. 1

THREE HUNDRED PEOPLE VISIT INDIAN PROJECT

The last Sunday of October about three hundred people came to see the Indian project in our room. As each person entered, a pretty Indian maid held out a paper on which to register. Then an Indian brave took the visitor around and answered questions.

Many were greatly interested in the large tapes which stood in one corner of the room. It was built of four stout poles and was covered with burlap bags. A make believe fire was kindled in the center.

In another part of the room was a darling (Continued on p.4)

THIRD AND FOURTH GRADE PROUD OF JR. CHALLENGE

One morning in language class the third and fourth grade children thought it would be a good plan to make a paper and call it the JUNIOR CHALLENGE.

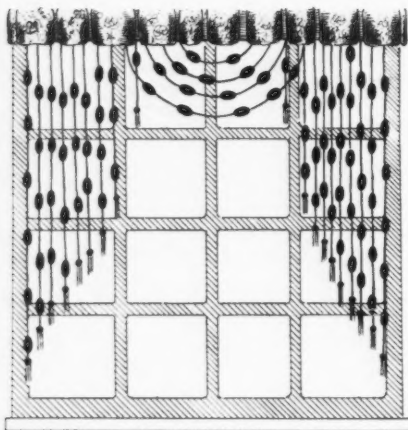
The girls and boys got their articles ready and handed them to a sister. She corrected them and then gave them to some of the girls to type on their dial typewriters. Next sister retyped them on the big typewriter.

When writing this paper we learnt many interesting things. We learnt what headlines were and that they must (Continued on p.4)

A Window Decoration

Sister Mary Jeremia, O.S.F.

We wished to make our classroom more cheerful with curtains that would not keep out the light and at the same time would be decorative. Hence we made them of papier-mâché beads strung on black cord. The beads



were treated with two coats of red paint and a coat of shellac. During the process of manufacture the beads were strung on stiff wire; after painting they were transferred to the black cord, about four inches apart and kept in place with double knots. The end of each cord was tasseled. The top ends of the cords were attached to a strip of green cloth through which we put a curtain rod.

For Primary Teachers

Written Composition

It is well to remember more frequently in the teaching of this subject that there is a marked difference between *having something to say*, and *having to say something*. Too often the pupils are expected to do justice to a subject in which they have no real interest and of which they have little knowledge. It is, therefore, impossible for them to write clearly, persuasively and pleasingly. Many successful teachers of written expressions have indeed these two chief slogans: "Select a subject to interest the child" and then "motivate the lesson to come." Perhaps there could be less following of bookish ideas in the teaching, with surer results.

Poetry for Children

Here are a few suggestions based upon the employment of poetry in schools where a real love for it is being cultivated:

Use poetry frequently to alleviate unrest, mental fatigue and depression due to heat, discomfort or emotional stress; to introduce new lessons; to purify faulty diction; to illustrate or emphasize what the teacher wishes to crystallize; to provide the pupil with apt and fitting language.

Employ poetry as a basis for dramatization exercises.

Refrain from dissection of verse until the pupil has become saturated with the accent, rhythm and imagery employed. Then he will have something to tell and something he will be eager to tell.

Do not be impatient because the pupil fails

to react to those features of the poem which have enthused you. The poet does not always appeal to all people in the same manner, and the appeal varies at times in direct ratio to the mood of the listener. Let the "poet" appeal to the child and not the "teacher."

Select poems which deal with the interests of the child — nature, home, the child's activities, the child's loves, etc.

Ignore no opportunity of encouraging the child to express his feelings in lines which he has memorized. Poetry is the purified language of feeling.

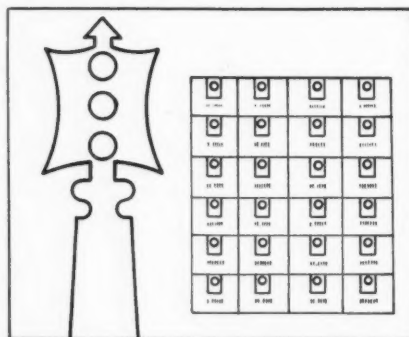
If some such plans direct our treatment of poetry throughout the classes, the memorization of choice extracts will follow as night follows day; the use of poetry by the child will become habitual, and the study of poems to ascertain their form, composition, and beauty will be a joy to our pupils.

Inspectors' Reports (New South Wales).

A "Stop-and-Go" Chart

A Dominican Sister

A "Stop-and-Go" chart was used in our fifth grade in order to encourage more careful written work. At the left of the chart was a large "Stop-and-Go" sign, and at the right each pupil's name was printed with a small slit above so that his card might be changed from time to time. A number of small cards about $1\frac{1}{2}$ by $\frac{3}{4}$ inches were



made (some with red, others with orange, and still others with green dots pasted near the top of the card). For pupils whose work was neatly done a green dot was put above his name meaning he might "go" on as he had been. An orange one signified "caution" or more careful work. Red meant "stop" the untidy work. This provided a very effective and attractive means of securing neatness in written work.

Sister Promised It

On the first day of school Minnie was left in the first-grade room by her older sister. Placed in a back seat and encouraged by her neighbors she proudly showed a shining new medal given her to encourage her to go to school.

All went well until Sister noticed the disturbance and called Minnie to the front of the room. "Now dear," said Sister, "sit right here in the front seat — just for the present."

Minnie sat hopefully and waited. Finally the bell rang for dismissal and her older sister appeared to take her home.

"What is the matter?" asked her sister when Minnie seemed unwilling to go.

"Why," sobbed the little one. "Sister told me to sit here for the present, and then she didn't give me any." — *Sisters' Alumnae Journal*, Pittsburgh.

Correlation of Art and Singing

Sister M. Moireen, O.S.B.

To simplify the teaching process of finding "do" and to enable the pupils to visualize this, the third-grade art class made music charts picturing the keys of C, G, D, A, E, F, B flat, E flat, A flat. Each chart, made with construction paper, consisted of a yellow staff and treble clef, and a black key signature with a quarter note for "do" cut out and placed on a colored background.



These charts were put up for a classroom border. The music period opened with a short drill on finding "do" and in syllable reading. The class shows a marked improvement in both exercises.

Above is an example of "do" in the key of F. The colors are: Background, green; Staff, yellow; Treble clef, black; Flat, black; Quarter note, black.

Don't Neglect Music

Sister Rose, S.C.P.

The classroom wherein the singing lesson is neglected loses a great power for good. Every emotion known to the human heart has, at one time or another, poured itself forth in song. In our day, when there is so much in the musical world that is vulgar and degrading, there is double need to supply our pupils with material which will enable them to express their emotions in singing at once refined and elevating. If the school can succeed in communicating to the pupils a love of singing and give them at the same time a repertory of beautiful songs, it has bestowed upon them a wonderful means of self-entertainment for those times during which their minds are less intensely applied to other occupations. It does not matter so much whether or not the child be gifted with a beautiful voice. His mind will feed upon the pleasing harmony which his memory holds, or at least he will seek at the earliest opportunity to hear what he has learned to enjoy so much. Thus there will be less room and little time for less worthy ruminations.

Every school equipped with a radio has a wonderful opportunity for the cultivation of a taste for music in the special school programs or appreciation lessons. But to reap the full benefit of this advantage, the teacher must manifest enthusiasm, and plan carefully for the period.

Again, who can measure the power of a beautiful song over the soul of another? Browning tells us of the little mill girl who went forth rejoicing, determined to crowd into her single holiday as many pleasures as possible. Her happy, innocent heart had caught all the beauties of that spring day and she gave them back to the world in a little song. Pippa never dreamed of the mighty influence she had exercised, but that day saddened hearts were made lighter, and in evil hearts there was rekindled the desire for good.

Practical Aids for the Teacher

Parliamentary Procedure in the Classroom

Sister Mary Presentina, O.S.F.

That parliamentary procedure is a means whereby extracurricular activities in the form of clubs, leagues, and circles are conducted in an orderly and well-regulated manner, has long been established. The following report of a school assembly in which the main feature was a class in American history carried on according to parliamentary procedure shows the possibilities of its adaptability to regular classroom work. The writer has used parliamentary law as the basis for classes in English and religion besides those in history. The roll call varies: Instead of the customary "Present" or "Here" the members answer by identifying the historical character whom they represent. In religion classes the roll call becomes a prayer, each member answering his name with an ejaculation. The possibilities are unlimited. Here is an example:

Junior Assembly

THE CLASS PRESIDENT: Rt. Rev. Monsignor, esteemed and honored guests, fellow students:

In the name of the junior class I bid you welcome to our assembly, which we hope will prove a pleasant hour for you all. In order that you may understand fully what we have planned to present this morning, it will be necessary to give a few words of explanation as a sort of prologue. Early in the year the junior class in history formed a so-called Presidential League in order to add variety to our recitations and to combine pleasure with duty. Each student, during the meeting, is responsible for information that may be imparted by means of prose readings, poetry, exhibit of pictures or drawings, and inter-student questioning. Special effort is made to study the "man" rather than the president — so that a more intimate picture of the character is thus obtained. Certain members are appointed to report on national and local history, so that current events are closely interwoven with past history.

We hope you will enjoy our work and that you may go away with the thought that the juniors of Central Catholic High School are doing their bit to reflect credit and honor on the school whose beautiful colors of green and gold inspire them with hope in the future and joy in the today. In the name of the junior class then — once more — we are glad you are here.

The Agenda or Orders for the day are as follows:

1. Call to Order.
2. Opening Prayer.
3. Roll Call.
4. Reading of Minutes.
5. Committee Reports.
6. Special Reports;
 - a) National Historian.
 - b) Anniversary Historian.
 - c) Local Historian.
7. History Quiz.
8. Reading of Papers.
9. New Business;
 - a) Vote of thanks to readers, etc.
 - b) Any other matter that the class may wish to introduce for consideration; e.g., special manner of celebrating

some coming legal holiday.

10. Talk by Chair.
11. New Appointments.
12. Adjournment.
13. American Creed.

The Class in Action

CHAIRMAN (*Raps with gavel*): The Presidential League of the Junior Class of the Central Catholic High School, Schoolville, Pennsylvania is now called to order. We shall rise for prayer. (*All rise*.)

In the name of the Father, etc.

Come, Holy Ghost, etc.

In the name of the Father, etc.

(*Raps with gavel*) Be seated.

The Secretary will now call the roll of Presidents.

SECRETARY: Roll call of Presidents: President John Adams.

STUDENT: Millions for defense, but not one cent for tribute.

SECRETARY: President John Quincy Adams.

STUDENT: Sixth President of the United States, son of John Adams, second president of the United States.

SECRETARY: President Chester A. Arthur.

STUDENT: Successor of Garfield; investigator of the mail-route fraud.

SECRETARY: President Grover Cleveland.

STUDENT: Democratic President in favor of a reduced tariff, during whose administration the Presidential Succession Bill was passed.

SECRETARY: President Calvin Coolidge.

STUDENT: Known as the economic president whose watchword was "law and order."

SECRETARY: President James A. Garfield.

STUDENT: Our second martyr president.

SECRETARY: President Ulysses S. Grant.

STUDENT: An able soldier but a poor president during whose administration the "Alabama Claims" were settled.

SECRETARY: President Rutherford B. Hayes.

STUDENT: A man too honest for an era in which the "get-rich-quick bacillus" had entered every man's blood and had poisoned the brain.

SECRETARY: President Herbert Hoover.

STUDENT: A mining engineer serving during the World War as organizer of the Belgian Relief and as Food Controller under President Wilson.

SECRETARY: President Andrew Jackson.

STUDENT: The first real democratic president of the United States introducing the Spoils System into national politics.

SECRETARY: President Thomas Jefferson.

STUDENT: Writer of the Declaration of Independence and leader of the early Republican party.

SECRETARY: President Andrew Jackson.

STUDENT: A man whose appointive power Congress restricted through the commonly called Tenure-of-Office Act.

SECRETARY: President Abraham Lincoln.

STUDENT: The savior of his country, staunch friend of the slaves, commonly known as "Honest Abe."

SECRETARY: President James Madison.

STUDENT: Second War for Independence occurred during his term of office.

SECRETARY: President James Monroe.

STUDENT: Exponent of the Monroe Doctrine, which held that the American continents are not to be considered as subject to European powers.

SECRETARY: President William McKinley.

STUDENT: Famous for saying, "In the name of humanity, in the name of civilization, in behalf of endangered American interest, the war in Cuba must stop."

SECRETARY: President Franklin Pierce.

STUDENT: "Dark-horse" candidate on Democratic ticket whose term of office was famed by the Kansas-Nebraska Act.

SECRETARY: President James Polk.

STUDENT: First dark-horse candidate whose term of office was shadowed by the Mexican War.

SECRETARY: President Theodore Roosevelt.

STUDENT: Youngest president of the United States famed for using the big-stick method during his administration.

SECRETARY: President Zachary Taylor.

STUDENT: Better known to his countrymen as old "Rough and Ready."

SECRETARY: President William Taft.

STUDENT: Advocate for the policy of conservation of natural resources, afterward, Chief Justice of the Supreme Court of the States.

SECRETARY: President Martin Van Buren.

STUDENT: Panic of 1837 occurred during his administration.

SECRETARY: President George Washington.

STUDENT: First president of the United States — "First in war, first in peace, first in the hearts of his countrymen."

SECRETARY: President Woodrow Wilson.

STUDENT: World War president, a real apostle of the League of Nations.

CHAIRMAN: The Secretary will now read the Minutes and Proceedings of the previous meeting.

SECRETARY (*Reads Minutes*): The Presidential League of the Junior Class of the Central Catholic High School, Schoolville, Pennsylvania, met in regular session in the classroom, Room 302, Thursday, March 3, 1932, at 10:00 a.m.

Mr. E. —, Chairman.

Miss Z. —, Secretary.

Roll call: 25 present, one absent.

Minutes of the previous meeting were read and approved.

A report was read by the national historian, Mr. S.

A report was read by the anniversary historian, Miss H., concerning "Early School Masters."

A report was read by the anniversary historian, Mr. H. on "One hundred forty-eighth Anniversary of the Peace Treaty between England and America."

Talks were given by Miss G. on James Garfield, by Miss I. on Grover Cleveland, and by Mr. S. on Martin Van Buren.

Moved by Mr. W. that a rising vote of thanks be extended to all those members who helped to make the meeting a success.

Carried.

The Chair appointed Mr. F., Miss B., and Mr. S. to read papers at the next meeting.

The Chair addressed the House.

Moved by Mr. R. that we adjourn.

Moved by Miss R. that when we adjourn, we adjourn to meet March 10, 1932 at 8:30 a.m.

"A Consolation" in English and Latin

A CONSOLATION

When in disgrace with fortune and men's eyes
I all alone bewep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself, and curse my fate;

Wishing me like to one more rich in hope,
Featured like him, like him with friends possess,
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;

Yet in these thoughts myself almost despising,
Haply I think on Thee—and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;

For Thy sweet love remembered, such wealth brings
That then I scorn to change my state with kings.
— W. Shakespeare

SOLATIUM

Dedecori factus Fortunae, oculisque clientum,
Extorrem sortem defleo corde gravi,
Et frustra mutum clamoribus occupo caelum
Me dum commiserans exsecro fata mea.

Speranti meliora sibi similem esse peropto,
Illi et amicis et dotibus esse parem.
Horum artem, illorum cupio vastam ambitionem:
Proh!, quaecunque aveo, non satiare valent!

Haec ego dum meditans vix non me temno, recurris
Ad mentem, DEUS, et corde movetur onus!
Sicut alauda levans se, sole oriente, morosa
De terra, ostia iam caelica pulso canens.

Suavem nam recolens Dei amorem, ditor abunde:
Prae regumque thronis gaudeo sorte mea!
— A. F. Geyser, S.J.

Motion carried.

Motion to adjourn carried.

Meeting adjourned at 10:45 a.m.

Mark Elson,
Chairman

Theresa Zook,
Secretary

CHAIRMAN: You have heard the Minutes and Proceedings. If there are no amendments or corrections, they stand approved. (Pause) They are approved.

The order of the day now calls for a report from our national historian, Miss V.

NAT'L HISTORIAN: (Reads. *Current events of national interest are discussed in this paper.*)

CHAIRMAN: Now that we have received the report from our national historian, we are ready to hear from the anniversary historian, whose duty it is to review briefly some historic event which occurred on this day any number of years ago. We call, therefore, on Mr. W.

ANNIVERSARY HISTORIAN: (Reads. *In this case Mr. W. took for his theme Bell's command, "Mr. Watson, please come here; I want you." It was March 10, 1876, this message was given.*)

CHAIRMAN: The order of the day now calls for a short talk from our local historian, Miss S.

LOCAL HISTORIAN: (Reads. *Here follows the reading of a paper dealing with local history; e.g., "Early Schoolville of Revolutionary Days," "The First School in Eastern Pennsylvania," etc.*)

CHAIRMAN: As a sort of diversion from papers and recitations, the Chair now calls on Mr. S. to conduct a short review of our Presidents by means of a little quiz. Mr. S.

INTERROGATOR: The quiz prepared for today requires for answer the name of a president. See how many you can answer correctly.

Which president was known as "Rough and Ready"?

STUDENTS: (Those who know, rise. The Interrogator recognizes one, whereupon the others are seated immediately and the recognized student answers.)

STUDENT: President Zachary Taylor.

INTERROGATOR: Whose administration is commonly spoken of as the "Era of Good Feeling"?

STUDENT: President James Monroe.

INTERROGATOR: Who was president during

the World War?

STUDENT: President Woodrow Wilson.

INTERROGATOR: Name all of our martyr presidents.

STUDENT: Presidents Abraham Lincoln, James A. Garfield, and William McKinley.

INTERROGATOR: Who was our "Rough Rider"?

STUDENT: President Theodore Roosevelt.

INTERROGATOR: Who was President during our Second War for Independence, that is, for freedom of the seas?

STUDENT: President James Madison.

INTERROGATOR: Name one democratic president since the time of Abraham Lincoln.

STUDENT: President Grover Cleveland, President Woodrow Wilson.

INTERROGATOR: Who succeeded to the presidency on the death of Warren Harding?

STUDENT: President Calvin Coolidge.

INTERROGATOR: During whose administration was the Fourteenth Amendment to the Constitution adopted?

STUDENT: President Andrew Johnson.

INTERROGATOR: Which president is noted for his famous kitchen cabinet?

STUDENT: President Andrew Jackson.

INTERROGATOR: Who succeeded James Monroe?

STUDENT: President John Quincy Adams.

INTERROGATOR: Name the one president elected from Pennsylvania.

STUDENT: President James Buchanan.

INTERROGATOR: Name a popular Civil War general who was later elected president.

STUDENT: President Ulysses S. Grant.

INTERROGATOR: Who appointed Thomas Jefferson Secretary of State and Alexander Hamilton Secretary of the Treasury?

STUDENT: President George Washington.

CHAIRMAN (Raps with gavel): Our time limit demands that we call off the quiz in order to hear from our appointed readers for today. Miss R.

Miss R. (Reads): Mr. Chairman and fellow classmates. For this morning's particular study, I have selected a president who, next to Washington and Lincoln, deserves special commendation and praise for all that he did to make our country the land of the brave and the home of the free. Born of an aristocratic family, we find him with faith in the ability and powers of the common people. The keynote of his inaugural and of his presidential career was simplicity. Among his advisers we

find James Madison in charge of the State Department, Albert Gallatin at the head of the Treasury, General Dearborn at the post as Secretary of War, and Levi Lincoln as Attorney General.

If any member here knows to whom I am referring, I wish he would rise. Fine. In order to have still more to recognize this character, let me add that our hero's administration was noted both for the Louisiana Purchase from France for \$15,000,000 and for the Lewis and Clark Expedition to explore this newly acquired land. Although a man of peace, our president was compelled to wage war against the Mediterranean pirates, for protection against whose attacks the United States paid annual tribute to the Barbary powers. To make it still easier for you to recognize the president to whom I refer, I shall tell you that he is the author of the Declaration of Independence and the third president of the United States. Now can you tell me his name?

STUDENTS: (Those who know rise. Miss R. recognizes one. All the others sit down, and the student called upon answers.)

STUDENT: Thomas Jefferson.

Miss R.: Fine. In conclusion, as tribute to Thomas Jefferson's achievements as commander-in-chief of the army and navy, we shall give you Oliver Wendell Holmes's "Old Ironsides," which commemorates the worthy service of the frigate "Constitution," not only in the War of 1812, but also in the bombardment of Tripoli in 1804 while we were at war with the Barbary States. "Old Ironsides" is a stirring protest to orders given by the Secretary of State to dismantle the "Constitution." The poem met a quick response in the heart of the people, the order was revoked, and the gallant ship was saved. (Reads poem, "Old Ironsides.")

CHAIRMAN: We shall now have a sketch of the administration of one of our presidents by another member of the class, Miss H.

Miss H.: Mr. Chairman and fellow students:

Many histories make the statement that good generals rarely make good presidents and to prove their proposition cite the case of President Grant, who succeeded Johnson in 1868. During the Civil War General Ulysses S. Grant showed himself an able commander of men and forces. He was the silent man of the Union Army, to whom the vanquished Lee surrendered at Appomattox Court House. April

9, 1865. War heroes, it is strange, are popular in the nonmilitaristic United States, and so in 1868 we find a rough-shod soldier in the White House, with social life in Washington savoring of the camp. He became a stout partisan, selecting his friends with little wisdom and trusting them to the last. There was corruption on every side, and our much-honored general as president of the nation became entangled in a scheme to corner the gold market of New York. Many of Grant's friends were involved, but he stood by them to the end. This clan loyalty was appreciated by Americans, but good citizens grieved over their hero's choice of friends.

Only in the case of the Alabama Claims could the nation point to an achievement by the Grant administration. While Grant was an able and efficient general, yet he failed as leader of the people in the presidential chair. *To the Man Who Fails (Recites poem).*

NOTE: Immediately after the reading of this paper, a student rises, addresses the Chair, is recognized by the Chair, and then offers this motion.

STUDENT: I move that we give a rising vote of thanks to all those who contributed to our meeting by reading reports or by giving accounts of presidents.

SEVERAL: Second the motion.

CHAIRMAN: It has been moved and seconded that we give a rising vote of thanks to all those who contributed to our meeting by the reading of reports or by giving accounts of Presidents. All those in favor stand. (*Members stand.*)

The order of the day now calls for a talk by the Chair. (*Here the Chair addresses the house on the advantages to be gained from the study of history or on any topic relating to the purpose of the league. The Chair exhorts all members to further effort in this work; he also commends those who participated actively in the meeting.*)

CHAIRMAN: For the office of reporting on

the life or administration of some president for next week, I now appoint Miss G., Mr. W., and Miss C.

And now that there is no further business before the house, the Chair adjourns this meeting. So this meeting stands adjourned until next Thursday at 10:45 o'clock. We shall now rise for the American Creed composed by William Tyler Page, clerk of the House of Representatives.

ALL: (*Rise and recite Creed.*)

The American's Creed

I believe in the United States of America

as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

(*To be continued*)

A Study of the Saints

A Sister of St. Francis

Nowhere can we obtain better reading material to offer our hero-worshiping, adventure-loving, and thrill-seeking youth of today than the lives of the Saints.

To encourage my high-school religion class in this reading, I began early in the year to interest them in the saints. Early in Advent, we had a program which we called "A Pageant of Saints." Each episode portrayed some outstanding and dramatic event in a saint's life, while the saint's life story was read, with piano accompaniment. For example, St. Bernadette knelt at the grotto of Lourdes, her sheep beside her, while the Lourdes Pilgrim Hymn was played. Similarly, St. Francis Xavier, as he lay quiet in death, holding his book, the crucifix above him, made a lasting impression on those present.

Last summer, a friend gave us a beautiful statue of St. Elizabeth of Hungary for our school corridor. No doubt, our pupils had often heard of the Miracle of the Roses, but never did it mean much to them, until a high-school girl, in a floor-length gown of velvet, and a golden crown, opened her black velvet cloak and disclosed a gorgeous bouquet of pink roses. The oh's and ah's of the audience showed their appreciation. Now St. Elizabeth is a friend.

Later, I prepared a list of fifty statements pertaining to the saints. (See below.) Every available book, pamphlet, or clipping in our school—from the Catholic readers of a decade ago to the new Highway to Heaven Religion Series (Bruce, Milwaukee)—that had any information on any saint, was used.

My object was not to have them learn the answers to these fifty statements, but to get them interested in the saints. (At the end of the allotted time, I found they had gleaned information on many saints other than those assigned.)

Besides this list, I gave them a graded assignment—the more work that would be completed, the more credit would be given, and almost all worked for the greatest. These assignments consisted of a series of papers—the life of their patron saints, great saints every Catholic should know, saints of today, saints of their choice; these they put into a booklet.

The art class made attractive posters which made pleasing covers for their booklets.

We are fortunate in having "The Saints We Love" series of posters. These, together with other pictures of saints on our bulletin board, helped to make the pupils "saint-minded."

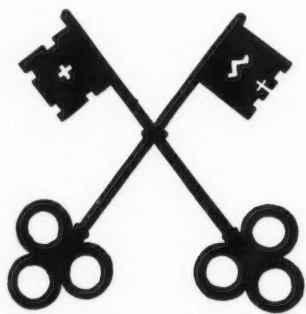
As an introduction, I told them the story of St. Sebastian, without, however, telling his name. I emphasized his heroism—they were eager to know the name of the "Roman

soldier." Then, as a contrast, I sketched briefly the life of St. Agnes.

"If you like stories of adventure, of thrill, as you call them, of devotion to duty, of courage, of true friendship, all this, and more, you can find in the lives of the saints." This was my challenge, and they accepted it with a will.

Who was the saint:

1. Whose mother prayed twenty years for his conversion?
2. Who received the five wounds of our Lord in his body?
3. Who was burned at the stake, accused of being a heretic?
4. Whose tongue is still incorrupt?
5. Who is called the "Apostle of the Indies"?
6. Who died while taking the Sacred Host to safety?
7. Who made the first Christmas crib?
8. Who was the precursor of our Lord?
9. Who was an apostle, but wasn't martyred?
10. Who was killed because he refused to break the seal of confession?
11. Who is the patron of the Catholic press?
12. Who cures sore throats?
13. To whom the Infant Jesus appeared while he was at prayer?
14. Who gave half his cloak to a beggar?
15. To whom Mary Immaculate appeared at Lourdes?
16. Who saved her city by holding the monstrance aloft?
17. Who was the first pope?
18. Who was the first martyr?
19. Who was beheaded by her own father?
20. To whom Jesus taught devotion to His Sacred Heart?
21. Who was the mother of the Blessed Virgin?
22. Who began the devotion to the Holy Name?
23. Who is the patron of Catholic schools?
24. Who is the patron of Eucharistic associations?
25. Who is the patron of travelers?
26. Who is called "The Saint of the Impossible"?
27. Who persecuted the Christians violently and later became an apostle?
28. Who said, "I will spend my heaven doing good upon earth"?
29. Who is the foster father of Jesus?
30. Who was converted by reading the lives of saints?
31. Who is the patron of a happy death?
32. Who is the patron of altar boys?
33. Who is called the "Gentle Saint"?



THE POWERS OF PETER

Suggestion for a simple poster which any child can make. Lettering and layout are adapted to paper cutting.—Designed by a School Sister of Notre Dame

34. Who is the first American saint?
35. Who is the patron of the Propagation of the Faith?
36. To whom the Blessed Virgin taught the Rosary?
37. Whose mother told him she would rather see him dead than that he would commit a mortal sin?
38. Who was roasted alive and said, "I'm done on that side; turn me over"?
39. Who made a Sign of the Cross over a cup of poison given him, and was saved from it?
40. Who was the founder of the first monastery?
41. Who is the apostle of Ireland?
42. Who found the true Cross on which Christ died?
43. Who is the patron saint of England?
44. Whose feast is on February 14th?
45. Whose feast is on December 6th?
46. Who was noted for his good humor? Feast May 26th.
47. Who was crucified on an X-shaped cross?
48. Who first said, "My Lord and My God"?
49. Who is the apostle of the Gentiles?
50. Who is the patroness of the United States?

Key to test on the saints:

1. St. Augustine
2. St. Francis of Assisi
3. St. Joan of Arc
4. St. Anthony of Padua
5. St. Francis Xavier
6. St. Tarcisius
7. St. Francis Assisi
8. St. John the Baptist
9. St. John
10. St. John Nepomucene
11. St. Francis de Sales
12. St. Blase
13. St. Anthony of Padua
14. St. Martin of Tours
15. St. Bernadette
16. St. Clare
17. St. Peter
18. St. Stephen
19. St. Barbara
20. St. Margaret Mary
21. St. Anne
22. St. Bernadine of Siena
23. St. Thomas Aquinas
24. St. Paschal Baylon
25. St. Christopher
26. St. Rita
27. St. Paul
28. St. Therese
29. St. Joseph
30. St. Ignatius Loyola
31. St. Joseph
32. St. John Berchmans
33. St. Francis de Sales
34. St. Rose of Lima
35. St. Francis Xavier
36. St. Dominic
37. St. Louis
38. St. Lawrence
39. St. Benedict
40. St. Benedict
41. St. Patrick
42. St. Helen
43. St. George
44. St. Valentine
45. St. Nicholas
46. St. Philip Neri
47. St. Andrew
48. St. Thomas the Apostle
49. St. Paul
50. Mary Immaculate

SUFFER THE LITTLE ONES TO COME

Come, little one, with robe of white from founts of primal grace

While yet the glow of innocence is shining on your face

Come where the lily-scented blue of Mary's veil is spread

And angel pinions cluster close above your golden head.

O child of God, life's paths are steep and evil ranges free;

'Tis only Christ's strong Hand can guard your soul's white sanctity.

Though black'ning winds may sere the woods and blighted branches fall,

His voice within your heart should ring like morning's vernal call.

Both good and evil as of old the "Tree of Knowledge" bears

The seed the sowers scatter wide is oft o'er-sown with tares.

But there is One, O soul Blood-priced, whose Word is Life and Truth

Come then and fill from that pure spring the fountain of your youth.

Come where the living waters flow, while fresh upon your brow

There rests the sacramental grace; 'tis Christ Who calls you now.

Let autumn-breezes brown the dell and rob the flowery lawn,

Beside those streams forever grow the roses of the dawn.

— Sister M. Carmelita Harmon, A.M.

St. Mary College, Leavenworth, Kansas

Lessons on Marriage

Sister Cecilia, O.S.B.

UNIT I: HOW THE MYSTICAL BODY GROWS

Exploration

What do you know of the cellular structure of your body? Does each of these cells live as long as you? How, then, does your body get new cells to continue its life? What would happen to you if your cells failed to function in producing new ones? What are the cells of the Mystical Body of Christ? How does the Mystical Body renew its cells? Is there an obligation to Christ on the part of these cells to produce new ones to take their place? Why are Christ's enemies trying so hard nowadays to break up the family?

Presentation

You probably know that your body is made up of millions of individual living cells, which come into existence, live their brief span of life, and die. Now, if these cells, while yet alive and functioning, did not make any provision for producing others to take their place after their own short life was spent, what would become of you? Why, your body would simply go out of existence with the disappearance of its component parts. Therefore, God in His providence has wisely made you in such a way that, without your even being aware of the process, your cells are constantly producing others to take their place after death, so that your whole organism may continue to grow and do its work on earth.

The Mystical Body of Christ also has cells, which are the human beings that make up its physical substance. These cells, too, live for a certain space of time here on earth, and then they die. If they, also, did not generate other beings to take their place, the Mystical Body of Christ would become stunted in its

EDITOR'S NOTE. This is a significant presentation of the sacrament of matrimony in the light of the doctrine of the Mystical Body of Christ. It is intended for high-school seniors or college freshmen. While any detailed discussion of the sacrament always borders on the dangerous in the classroom, a strict holding to the fundamental conception of the article will save potential trouble.

growth. So you see how important you are to God. For, omnipotent as He is, He actually needs your co-operation in order to produce the human beings who will, by the infusion of His divine life, be made the very members of Christ. He has stooped so low as to make Himself dependent on His own creatures for the material substance of His Mystical Body on earth. Therefore you see how holy and sublime is that function of human beings, who bring into existence a creature destined to become part of Christ's own body. For, if we venerate with an honor almost amounting to adoration the veil of Veronica, which merely touched Christ's sacred face during His physical life on earth, what should be our reverence for those tiny creatures of God who have the stupendous destiny of becoming a very part of Christ's body in His mystical life on earth?

Thus parents and God together co-operate in perpetuating Christ's Mystical Body; they are the two life-giving sources that work together in the tremendous act of bringing human beings into the world. As God has made His omnipotence dependent on the free co-

operation of His creatures in furnishing the human substance of a child, so the parents also must realize that every tiny infant coming into this world through their instrumentality has been overshadowed by the creative power of God in forming for it an immortal soul. For no human being can ever exist without this individual creation on the part of God.

As St. Paul (1 Cor. 12:11-31) compares our functions in the Mystical Body to that of our own physical members—eyes, hands, and feet—so we may assign to Christian parenthood the vitally important part of being the constructive organs, whose functions are to help build up the Mystical Body of Christ. Their sublime service consists in co-operating with God in furnishing Him immortal beings into whom Christ, through the sacrament of baptism, infuses His own divine life, thus making them a part of His very Mystical Body, through whom He can continue to live on earth and complete to the fullest extent for every human soul His act of redemption.

The end and aim of matrimony is, then, a service to the Mystical Body of Christ, since it is one of the essential means of continuing that body on earth. For the Church, which is that body of Christ, depends utterly upon the Christian family for the two things necessary to continue her very existence. For she must have human beings, (1) to furnish the substance into which she infuses her divine life, and (2) to form a priesthood, which is the normal channel of that Christ-life to the other cells of the Mystical Body. No wonder, therefore, that the Church's enemies are directing today the violence of their attacks against the Christian family, for Satan, at least, realizes that in destroying family life they are cutting off a very necessary means of her existence. Consequently they are propagating with all the agencies in their power those deadly poisons against Christian family life; namely, divorce and birth control. If they can, by severing the family tie and by other means, prevent the child from being born, they realize that their triumph over Christ will be complete. They will again by cruel destruction of His members have robbed Him of His own sacred body, which they are crucifying now on the Cross of the suicide of the human race so dearly redeemed on Golgotha. How far they will succeed in this attempt depends upon His present members—whether they will selfishly yield to the forces of anti-Christ active on many fronts today, or whether they will gladly accept the sublime privilege of co-operating with God in the creation of new members for the building up of the body of Christ.

Assimilation

1. What does Christian marriage do for the Mystical Body of Christ?
2. For what important service has God made even His omnipotence dependent on the free will of His creatures?
3. What is God's own part in the creation of a child?
4. Is there an obligation on the human race that some of its members marry and have children?
5. What else does the family provide besides new cells for the Mystical Body?
6. What may we call Christian parents in relation to their function in the Mystical Body?
7. Are children members of the Mystical Body as soon as they are born?

8. For what diabolic purpose are Christ's enemies now directing their attacks especially against the family?

9. Why is even a tiny child deserving of so much reverence from us?

10. Name two ways in which the growth of the Mystical Body on earth may be stunted?

Discussion

1. Why do many Catholic parents want to avoid having children (or large families)?

2. What social legislation is nowadays imperative, considering the primary end of

Christian marriage? (Living wage, social security, unemployment insurance, etc.)

3. What do you know about Maternity Guilds? The purpose of the Lewis Memorial Hospital in Chicago? Visiting Nurses?

(Cf. *Catholic Worker*, March, 1935, p. 2; May 1935, p. 1; June, 1935, p. 2; July-August, 1935, p. 1.)

4. From what you have learned in this unit, what do you think of married women working in an office all day or practicing a profession? Supernaturally considered, is marriage a sufficient career for any young married woman? Why, or why not?

Communication—A Project

Sister Mary Hilda, R.S.M.

I. Planning the Unit

By a unit of work, we mean the various experiences and activities of a class which center around some one interest. It is an outgrowth of the interests of children and the approaches, objectives, and activities employed by the Sister in teaching a unit will vary according to these interests. Hence, a teacher must plan her unit carefully. She must know her subject matter; she must think through the development of each unit in terms of objectives, understandings, activities, materials, and outcomes; she selects a unit which can most easily be correlated with the pupil's basic texts; she plans a number of orienting experiences as approaches; she lists all types of different possible activities to give breadth; she designates the subject matter most helpful in enriching the different activities; she defines tentative objectives to be achieved; she indexes sources of materials for the pupils and for herself; she examines the whole proposal with a most searching critical analysis to assure herself that the pupil learnings are socially and individually important both for the present and for the future, and are of greater value than some others which the unit replaces.

II. Choosing the Unit

Considering these important points in planning a unit, let us work out briefly a general unit on "Communication" which would be suitable for the fifth and sixth grades; and has been taught very successfully in a fifth grade.

III. Objectives

Our objectives are:

1. Love of peace (present world situation).
2. Initiative, responsibility, self-confidence.
3. Conscientious work (interest from pupil co-operation).
4. Honesty (admitting one's limitations in group activities, and acknowledging the leadership of others).
5. Co-operation, proper respect for others.
6. Charity (through absence of competition and presence of co-operation).
7. Humility (admitting one's limitations in realization of what can be known and the work required to know it).
8. Effort to overcome timidity, fear of failure, vanity, selfishness, etc.
9. Ability to understand and appreciate:
 - a) The different means of communication.
 - b) The great progress made in the various means of communication.
 - c) The practical use of all types of communication and the great services that they render us.

10. Ability to identify character traits of inventors and of those who have worked in the field of communication.

11. Ability to speak intelligently in public on all points of the outline.

12. Habit of seeking additional information from sources outside of the classroom and bringing such material to class.

13. Habit of checking one's own work and of appreciating constructive criticism.

IV. Method of Approach

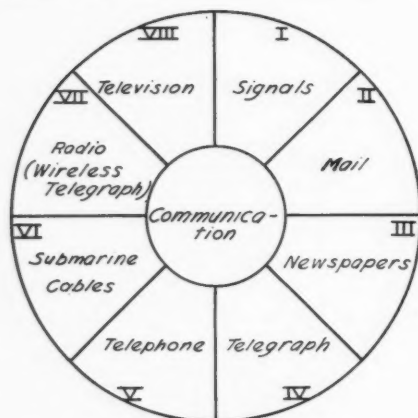
In class the Sister started conversation about safety. The pupils responded readily and showed great interest in discussing the "Traffic Cops" and how they convey messages to those crossing streets. Street signals were discussed—red, yellow, and green lights; also, the Patrol Boys and how their signals were to be interpreted and obeyed. Some of the boys had recently joined the Boy Scouts. They gave short interesting talks about their signals. The Sister led the discussion at this point by suggesting that some other pupils must know about important signals. A girl in the class knew the meaning of each blow of a train whistle—her father was an engineer. The "Stop-Look-Listen" sign on a railroad track was brought into the discussion. One of the boys asked Sister if the class could make a drawing of a "Stop-Look-Listen" sign. He had secured a very simple picture from a neighbor who worked in a telegraph office. Sister agreed that this would be very good for an art lesson because this sign had such an important message to give.

During the vacation periods children are scattered in many sections of the country—at the seashore, in the mountains, on farms, or near lakes. They return to school enthusiastic and eager to share their various experiences. This is a golden opportunity for an alert teacher. The children should be encouraged to bring to school pictures and collections of all sorts in order to show something of the places they visited, how they sent and received messages, how they traveled, and what they saw. They should be given an opportunity to relate their adventures. These discussions are certain to arouse interest in the different modes of communication.

V. Procedure

In class the following day, Sister opened the discussion on the unit by telling the pupils how much they had all enjoyed the work contributed by each individual on the previous day. She then wrote the word, "Communication" on the blackboard asking the class to help her make an outline of the most impor-

tant modes of communication. The following outline was made:



During the development of this general outline, the following questions arose: Which came first, spoken or written language? Why do you think so? What method did man probably use first to communicate his thoughts? What is the latest method of aiding communication of thought?

This discussion had several advantages. The Sister discovered the general knowledge of the class on the subject. The meaning of the word *communication* was made clear. Great attention and interest were focused on communication. Sister asked the pupils to bring to class all the material they could secure on the unit.

After class, Sister prepared the room for the actual work on the unit for the following day. Pictures of the various means of communication were hung artistically about the classroom; books and magazines on communication were placed on two special shelves of the library. Books of general knowledge had the places marked so that the pupil would know immediately where to look.

V. Procedure (Continued)

The following morning the contributions of the group were quite unexpected and gratifying. A pupil placed the following outline on the bulletin board:

Signal Messages

- | | |
|--------------------|-------------------|
| 1. The Spoken Word | 5. Drums and Toms |
| 2. Bells | 6. Megaphone |
| 3. Lighthouse | 7. Runners |
| 4. Foghorn | 8. Smoke Signals |

Another pupil informed the class that his father had helped him work out an outline on:

Written Messages

- | | |
|--------------------|---------------------|
| 1. Picture Writing | 4. Alphabet |
| 2. String Record | 5. Modern Languages |
| 3. Wampum | |

Sister suggested that since these were such good outlines, perhaps the class could work out one on "Modern Development of Written Messages." After some discussion about the order to be followed, this outline was made:

Modern Development of Written Messages

- | | |
|-------------------|--------------------|
| 1. Printing Press | 4. Photograph |
| 2. Typewriter | 5. Mail Service |
| 3. Newspapers | 6. Moving Pictures |

A pupil brought a picture. He explained that the light signified Christ, the Light of the World, who communicated His graces to all; the red color of the candle showed Christ's love for men.

A small girl brought a set of book ends as her contribution. On each book end was the

picture of the "Angelus" by Millet. Several pupils could not understand how this showed any relationship to their work on communication. A very clear explanation was given.

A boy brought a picture of the gallant "Jacob Ruppert," the ship which carried Rear Admiral Richard E. Byrd over the silent miles of Antarctic mystery. This pupil asked Sister if he could have "The Magic of Communication" as his subject for research. Sister was anxious to know just what the little fellow had in mind. His idea was to describe Byrd's expedition telling how he communicated with the world and his folks back home. Then he thought it would be interesting to imagine that Byrd had made this same trip one hundred years ago and tell how he could have kept in communication with his home then.

Another boy brought a life-size photo of our Holy Father. Sister asked him to explain how that picture belonged to the unit. He stated that it was his mother who had shown him that our Holy Father holds the first and highest place because he sends us messages from God. When the Pope speaks in matters of faith and morals, his words are those of Christ.

A girl was very anxious to tell the class what she had learned. She had read that four full weeks were required to carry by messenger to Andrew Jackson the news of his election to the presidency, while Franklin D. Roosevelt knew of his victory before midnight of election day; the whole world having the news by morning.

A pupil told the class he had been reading his grandfather's old grammar. One of the subjects he noticed for composition was "If I had an Aladdin's Lamp." This boy thought that it would not be necessary to consider such a subject today. We have so many modern inventions for our use—our inventors have been veritable Aladdins indeed. Sister led the discussion at this point and urged the class to consider the wonderful care and gifts God has given us. A lesson on the gratitude we owe God and the proper use of any talents given us was very aptly brought home to the children.

Another child discovered that the opening of the Erie Canal was celebrated by cannon signals relayed from Buffalo to New York.

Various articles brought to class were: a toy radio; a foghorn; a Morse code; a police whistle; a small airplane; a toy telephone; a number of books containing interesting articles on communication and innumerable pictures, drawings, and newspaper articles.

VI. Activities Assigned by the Teacher

Sister assigned that each pupil keep a booklet of his work. All written work and drawings were to go into it; pictures could be pasted in. Each was to make an original cover for his booklet. Some article for the sandtable was to be made by each pupil. A page for *extra work* was to be kept: These group activities were assigned:

- Two groups of five children each made telephones. Directions for this were taken from the *Book of Knowledge*, Vol. I, p. 247.
- Two groups of five children each made airplanes—one airplane was of light wood and the other of heavy cardboard.
- The entire class made a project for the sandtable. They called it, "Keeping in Touch With the World." This model was taken from *Highway Transportation*, pp. 26, 27. The pupils did not stick too closely to this model. Telephone poles and wires were put in; telegraph offices and messenger boys were con-

spicuous; the Bell Telephone Company held a prominent place; the seashore became a large wharf where ships were ready to sail; cables were laid; many automobiles were traveling the highways, and airplanes were ready to leave the airport.

These group activities with individual activities included therein were of great benefit to the class. All pupils chose tasks to their liking and ability. Very few discipline problems arose. Doctor Burnham says: "The whole psychology and pedagogy of discipline is bound up with the question of suitable tasks, since with opportunity for suitable tasks preventive discipline is likely to be all that is needed; and as regards discipline of the higher order, nothing can give training in the development of responsibility as the doing of a task which the child himself chooses and attempts in his own way in a situation where he feels himself personally responsible."

The fascination of a piece of work will fix attention, inspire persistence, and in countless ways actually direct the impulses of the child. Discipline through work is the most ready and appropriate agency for the moral training of both old and young.

The teacher who understands the disciplinary resources of the school tasks is a competent teacher and disciplinarian. The more complete the discipline of a class is fused with the established school program of activity, the better will be the results reached. There is great danger in our eagerness to cover matter; we "rob the child of his task," instead of giving him an opportunity to work one out. We haven't time to let him think out a problem for himself. It takes too long to let him work out a plan. If we wait until the child has succeeded in his own way to arrive at a conclusion, we will not have reached page 50 by the end of the month. We force our plans upon him and compel him to take as his own the solutions of a few bright pupils of the class. Do you blame him for preferring the shop or the factory or the farm?

These activities keep a permanent interest in school work and keep the home interested in the school. They do not exclude formal teaching as these activities are to be correlated with all class subjects.

VI. Activities Assigned by the Teacher (Continued)

Study Guide (Provision for Individual Differences)

- What message did Lindbergh carry to the people of Europe?
- Make a list of all the ways men send messages.
- Make a list of the different ways you have sent messages.
- Bring to class a picture of a way of sending messages.
- On an outline map of the United States mark the route of the Pony Express.
- How did Bell's work as a teacher help him to invent the telephone?
- How far can the telegraph now carry messages? How fast?
- How do messages come to the radio?
- Formerly, if the engines of a steamship broke down, the vessel often drifted for days before aid came. What would a ship now do if its engines failed to work?
- Who wrote the words, "The pen is mightier than the sword"?
- What work is done in a cable station?
- What work is done in a wireless station?

13. On a map locate the two cities between which the first telegraph line was built. About how long was this line? How long would it take a horse and rider to travel that distance? How long did it take to telegraph a message?

14. Name some places on the earth where telegraph lines cannot be built.

15. How do you receive a message sent you by telegraph? Compare this with a message received by telephone.

16. Would a telegraph instrument be as useful in your home as a telephone? Why?

17. Compare the following ways of sending a message and receiving a reply from New York to San Francisco; and arrange the list in the order of their speed: (a) By ordinary mail carried by train; (b) By air mail; (c) By "Pony Express"; (d) By telephone; (e) By telegraph.

18. How did Edison spend his time while working on a train?

19. How did Edison learn to become a telegraph operator?

20. Imagine that you are a Western Plainsman and have just seen a telegraph operated for the first time. Write your impressions of this new method of communication.

21. Of what use do you think rapid communication would be to our country in case of war?

22. Trace the history of one instrument of communication and suggest means of making it more useful.

23. Imagine you are crossing the Atlantic Ocean and wish to talk to your folks at home. How would you do it?

24. Imagine you are a telegraph operator. Tell some of the important work you would be required to do.

25. Make a chart:

Means of Communication	Where
Inventor	When
First Used	Usefulness

VII. Outcomes.

This unit went forward day by day. Subjects merged themselves; integration was not an effort but an eventuality. The history of our country, built around changing means of communication, will live for the class. Franklin's lightning experiment had a special meaning. A telegraph idea born on shipboard in the mind of an artist, Samuel Morse, added a link. With Field, the class crossed the Atlantic seventy-four times and spent a fortune establishing the beginning of world communication by ocean cable. They stood in a room by the side of Mr. Watson and heard the now famous words of Alexander Graham Bell, "Mr. Watson, please come here. I want you." An Italian lad, Marconi, who waited in vain for scientists to perfect what was to him a most obvious use of Hertzian waves seemed like a friend to these boys and girls. A telephone without wires; the one-way wireless telephone that we call the radio; and pictures across space challenged these students to learn more of the world about them.

Other Outcomes

Learnings within any unit of work are always numerous. Some teachers set up objectives before beginning the unit, while others note the learnings as they develop. The following attitudes, understandings, and appreciations should result from a communication unit.

1. Some understanding of the development of communication from the crude, slow methods used in early times to those of the present.

2. Some understanding of the value and uses of instruments of communication.

3. A realization of the number of people and industries that contribute directly to communication.

4. An appreciation of modern labor conditions as contrasted with those of a century ago.

5. An interest in the welfare and safety of workers.

6. An appreciation of present-day communication and its conveniences.

7. Greater interest in people in other parts of the world, especially as regards their means of communication.

8. An appreciation of the good work of another.

9. A sense of responsibility for completing a task.

10. An appreciation of our dependence upon other members of society.

11. A realization of the part that modern inventions have played in aiding and developing communication.

12. A realization that many industries are concerned in manufacturing materials for use in communication.

13. A knowledge of present-day types and means of communication.

14. A knowledge of the evolution of communication.

15. A realization of the significance of this development upon our lives and occupations.

VIII. Test

While the *Test* is placed here in the planning of a unit, frequent tests should be given during the teaching of a unit. Any type of test is suitable: multiple-choice, completion, matching, or essay.

Test of Communication

(1) In the first column below are the names of men of achievement. In the second column are the names of means of communication. Write on the blank before each man's name the letter which is before the means of communication with which his name is connected.

.....1. Morse	A. wireless.
.....2. Bell	B. telegraph.
.....3. Field	C. telephone.
.....4. Marconi	D. cablegram.
.....5. Gutenberg	E. airmail.
.....6. Lindbergh	F. printing.

(2) Write A before the following means of communication that appeared first, B, before the second, C, before the third, and so on.

.....7. telephone
.....8. radio
.....9. postal service
.....10. written language
.....11. wireless
.....12. telegraph
.....13. spoken language
.....14. rural free delivery
.....15. airmail

(1) Write answers to the following questions:

1. Make a list of 5 ways in which the post-office department serves the public.

2. List 4 ways in which the telephone serves the public.

3. List 4 ways in which the telegraph serves the public.

4. List 3 ways in which the radio serves the public.

(2) Use in a sentence each of the following words in such a way as to illustrate its meaning: hieroglyphics, cablegram, airmail, linotype, mail-order house, rural free delivery, Marconigram.

IX. Assembly

An assembly was an important part of this unit. An assembly should always feature at the climax of a unit. This may be given in the classroom with the pupils' work on display, or it may be given at a place suitable to entertain all the classes of the school, parents and other interested visitors. Each pupil should take part according to his ability. This program should contain explanations of the work done by the various groups; drawings explained; stories reproduced; poems recited; songs sung. Both audience and pupils will be gratified with the work accomplished.

X. Correlation With All Class Subjects

(This may serve as a Pupil's Bibliography.)

1. Correlation with Religion

The purpose of Catholic education is to cooperate with divine grace in forming the true and perfect Christian; that is, to form Christ Himself in those regenerated by baptism.

Many Bible History stories can be used very aptly in showing how God communicated with man; also, how the angels acted as God's messengers, etc. The idea of revelation and the Church proposing the revelation of God across the various means of communication should be stressed. Religion should be correlated with each and every class period as the opportunity arises. The alert teacher will find many such opportunities during the day.

Before Christ Came and the Vine and the Branches in the "Highway to Heaven Series."

a) Archangel Gabriel appeared to the Blessed Virgin.

b) The angels announce Our Lord's birth to the shepherds.

c) Moses received the Ten Commandments.

d) Abraham's obedience.

e) The Magi follow the Star.

f) The Seven Sacraments.

g) The Church, etc.

2. Correlation with United States History

History has two unique contributions to the social studies: the first is the historical method and the second is the idea of development. The ideas underlying historic facts, and the possible applications to present conditions should be stressed.

In studying pictures of telephones, telegraph apparatus, trains, ships, airplanes, radios—the children will readily see that those of today are quite different from those that were first made. Sisters should help the children appreciate the changes that have taken place. The idea of progress will be made clear to the pupil not only through moving and stationary pictures but also through discussions. He will see the difference between gliders of the past and those of the present size, speed, and construction of the various instruments of communication. He will learn the names of men and women who have become famous in these fields, such as, Fulton, Bell, Edison, Wright Brothers, Morse, and Lindbergh. Some important pupil references are: Lawler's *Elementary History of the United States*.

a) Marco Polo, the messenger of the Great Khan, pp. 24-28.

b) Indian Signals, p. 54.

c) Beginning of the Revolution, p. 204. (Map and story—Paul Revere and William Dawse.)

d) Capture and execution of André, pp. 218-219. (How a spy carries letters.)

e) The Telegraph, pp. 259-261.

f) The Atlantic Cable, pp. 261-262.

g) The Wireless Telegraph and the Radio, p. 262.

h) Television, p. 262.

i) The Telephone, pp. 266, 267.

j) Invention of Printing, pp. 269, 270.

k) The Airplane, pp. 270-271.

Supplementary — *The Beginnings of Our Country*, by Burnham and Jack.

3. Correlation with Geography

Children have many geographic experiences. They are affected by wind, rain, snow, and temperature. Their environment enables them to discover the difficulties of working under certain adverse physical conditions. Considering the airplane — it makes definite contributions to their understanding of geography. Where many planes are built and why built at that place; the distances between air stations; the character of landing fields; the air conditions affecting flying (wind, clouds, fog, cold, and ice); and the topographic conditions that make flying difficult (mountains, forests, rivers, and oceans) will come up for discussion during the course of their activities and study. Pupils will learn world neighborhood. Relationships of man to climate, soil, and rainfall; and relations of men to men should be stressed. The following assignments should be given from the text: *Our Country and Northern Neighbors*, by J. Russell Smith.

- a) The Forest Ranger, pp. 33, 34.
- b) Motion Pictures, pp. 47, 48.
- c) Cities of the Western States, pp. 55-59.
- d) Cities, pp. 78-82; 126-133.
- e) Pittsburgh, pp. 140-143; New York, pp. 156-166.
- f) Philadelphia, pp. 167, 168.
- g) Boston Post Road, pp. 229-231. (Study Map.)
- h) Guam, a Cable Station — Guam, a Wireless Station, p. 307.
- i) Fig. B, p. 307, An Ocean Cable. (A fine explanation of the parts of a cable.)

4. Correlation with English

English opportunities are limitless. The pupils should make reports on their reading. They should make reports of their activities and discussions. There should be opportunity for timely corrective measures and teaching procedures. They should write and answer innumerable letters; give "radio" talks on content material from other subjects; and find interesting subject matter from which to choose worth-while sentences for use in grammar; a short play may be dramatized. From the text, *Language Goals*, by Paul and Miller:

a) The class may play the game, "Class Post Office" as learned in the Fourth Grade, page 331, telling a friend something they have learned during the study of this Unit.

b) Messenger Dogs, page 31.

5. Correlation with Arithmetic

There are many opportunities to use numbers in this unit; such as,

a) The cost of tickets when traveling; (b) Miles which an airplane travels; (c) Cost of telephone calls, telegraphs; (d) Gallons of gasoline used by cars; (e) Difference in time at radio stations. (Standard Time changes are made real by the radio world hook-ups.)

f) Comparison and units of measure . . . long — short, more — less, inches, etc.

Charts comparing speeds of various types of communication are worth while. Original problems in multiplication, division, fractions, and decimals can readily be made from the wealth of material available on the airplane, telegraph, telephone. Example:

1. An airplane left Chicago at twelve o'clock noon and arrived in New York 6 hours later.

At what time did the airplane reach New York?

2. John, Tom, and their mother took an airplane trip to Detroit. One ticket cost \$25. How much did it cost for all of them to fly to Detroit?

3. We needed 24 feet of paper to make an airplane. How many yards did we need?

4. An airplane needed 60 gallons of gasoline to fly from New York to Albany. How many gallons of gasoline would a squadron of eight need?

Other problems that may be used are: *The New Triangle Arithmetics*, Grade 5.

a) Cost of owning a bicycle, p. 46.

b) Arthur's Toy Airplane, p. 97.

c) Selling magazines, p. 161.

6. Correlation with Civics

In this unit the child should gain some idea of the interdependence of people. This is exemplified in the service rendered by the Post Office Department in flying mail planes; the service and courtesy of the workers at the radio stations, telegraph offices, and telephone offices. Respect for the rights of others should be emphasized, so that adjustment to other persons and friendly co-operation are learned. Very fine class material may be used from: *Civics Course* for Grade 5, published by the Catholic Student's Press, Philadelphia. Part VII, Communication in My Community, pp. 29-35.

7. Correlation with Health

A thorough discussion of the care of all machines and instruments in the field of communication provides ample opportunity for teaching the proper care of the body during changeable weather and the necessity for wearing suitable clothing. Discussion of the safety measures taken by pilots give the teacher an opportunity to teach safety rules for the children to follow, especially when they are going to and from school. The health consideration necessary in planning food and clothing for an expedition directs the mind along a practical line. Relation of eye images to the principles of the motion pictures, and of the ear to the telephone, suggest worth-while health topics. . . . From the text: *The Habits of Healthy Living*, by Winslow and Hahn.

a) The Secret of Adventure, pp. 1-14.

b) The Healthy Body, pp. 15-47.

8. Correlation with Spelling

The vocabulary of a pupil during such a unit cannot remain unchanged. New words arise daily and the rate of vocabulary increase is greatly accelerated. Have the children make a list of new words that they meet in their reading. This list should be kept on the bulletin board. Write 5 words on the board each day and have a directed class study of same. Time should be given to self-study, self-checking, and self-made lists. A partial list of new words included:

signal	passenger	cablegram
message	ventilator	telegraph
communication	telescope	steamship
employ	pilot	railroad
bridge	periscope	highway
compass	television	thermometer
dry dock	harbor	beacon
knot	post office	engineer
fog	locks	operator
ranger	hangar	propeller

9. Correlation with Music

Appreciation in the use of the phonograph and radio should be stressed. Songs that have some historical idea entailed, such as songs of Ireland, folk songs, a creative song or two suggested by the actual work of the unit may

be used. A discussion might be held in class; out of the discussion will come a number of ideas; list them on the blackboard; from the ideas having something in common, draw out one or two themes; under each theme group ideas pertinent to the theme; develop the theme in discussion and written composition; compose simple music for the composition and sing the song. Limit the composition to three to six lines, and observe the rules of composition. *The Silver Book of Songs* for the grades.

a) Taps, p. 111.

b) Whistling Farmer Boy, p. 113.

c) The Telescope, p. 56.

d) The Flowers' Message, p. 30.

e) The Airplane, p. 8.

f) "The Air Mail," Janet Moynahan Entertainment Service.

10. Correlation with Art

Art lessons must aim to develop in children a deep love and reverence for the sacrifice others have made for God, their country, and their fellow men. There should be an appreciation of what pupils gain because those sacrifices have been made. Pupils should learn to associate beautiful space arrangements found in nature with commercial adaptations in the field of communication.

Art Through Religion:

a) Other Christs.

b) Composition, p. 8. (Other material may be used.)

c) Coloring, p. 10.

d) Good Friday, p. 35.

e) Lettering with Ink, p. 14.

f) The Unseen Presence, p. 20.

Activities: Airplane, A Simple Telephone, "Stop-Look-Listen" Sign, Sandtable Project, Picture Study: "The Angelus," etc.

11. Correlation with Reading

Reading is not merely a process of word calling but of finding interest and joy in the ideas on the printed page. Special effort should be made to develop a keen, wholesome interest in reading among all children and this unit should be related closely to all activities. Stress work-type reading — abilities to locate materials, comprehend, evaluate and judge, organize, summarize, outline, make files, make graphs, etc. Silent reading of the recreational type has many possibilities. Oral reading, particularly in reports and readings from books, newspapers, etc., provides the opportunity for the audience situation. This unit will call for the pupils to read such material as:

Cathedral Basic Reader, Book V:

a) The World is Growing Smaller, p. 14.

b) With Byrd in Little America, p. 15.

c) Balto, the Best Lead-Dog in Alaska, p. 26.

d) The Mail Must Go Through, p. 33.

e) Lindbergh, the Pioneer Air Scout, p. 60.

f) Air Mail, p. 61.

Poems:

a) *Paul Revere's Ride*, H. W. Longfellow.

b) *Ring Out Wild Bells*; and, *The Three Bells*, Tennyson.

Supplementary Reading:
a) Battle of Marathon, 400 B.C. (This may be told by the teacher.)

b) The East Wind Blew; also, *The Air Mail*, *The Young Catholic Messenger*, Sept. 20, 1935.

c) Stories of American Leaders by Beard and King.

Daniel Boone, pp. 20-36.

Robert Fulton, pp. 136-150.

Samuel F. B. Morse, pp. 151-164.

James J. Hill, pp. 239-260.
 Alexander Graham Bell, pp. 261-279.
 Thomas A. Edison, pp. 280-306.
 The Wright Brothers, pp. 307-318.
 d) *The Wonder World*, by Lewis and Rowland.

Airships and Airmen, pp. 239-246.
 The Airplane, p. 254.
 The Earliest Airplanes, pp. 247-253.
 History in Pictures, pp. 255-260.

e) *Trains*, by Robert S. Henry (Bobbs-Merrill Co., Indianapolis, Ind.).

Bibliography for the Teacher

1. *Art Through Religion*, Teacher's Manual by Mary G. McMunigle.
2. *Problems in American Life*, by Joseph Irvin Arnold (pp. 117-140) (Row, Peterson and Company, Evanston, Ill.).
3. *American Rural Highways*, by T. R. Agg (McGraw Hill Book Co., 239 West 39th St., New York, N. Y.).
4. *An Introduction to Teaching*, by Bagley and Keith (pp. 54-70) (Macmillan Company, New York, N. Y.).
5. *School Discipline and Character*, by Sister Mary Jutta (Bruce Publishing Co., Milwaukee, Wis.).
6. *The Story of Communication*, by Eleanor Rader, Columbia University, New York.
7. *History of Communication*, by Bearnice Skean, Columbia University, New York.
8. *The Practice of Teaching in the Secondary School*, by Henry Morrison (University of Chicago Press, Chicago, Ill.).
9. *Boy Scout Handbook*, Boy Scouts of America National Headquarters, Washington, D. C.
10. *Pennsylvania*, by Harriet A. Elliott, "Communication of Pennsylvania," p. 54.
11. *American Boy's Book of Signs, Signals and Symbols*, by Daniel C. Beard (J. B. Lippincott Co., Philadelphia, Pa.).
12. *With the Movie Makers*, by Myron Morris Sterns (Lothrop, Lee and Shepard Co., Boston, Mass.).

13. *Sentinels of the Sea*, by Francis C. Owen (F. A. Owen Publishing Co., Dansville, N. Y.).
 14. *Story of the Atlantic Cable*, by Charles Bright (D. Appleton and Co., New York).
 15. *Just So Stories*, by Rudyard Kipling (Macmillan Company, New York).

16. *The Dot Signal Book*, by Clifford L. Sherman (Houghton Mifflin Co., Boston, Mass.).
 17. *Nature and the Camera*, by A. R. Dugmore (Doubleday, Page and Co., New York).

18. *World History*, by Hutton Webster (D. C. Heath and Company, Boston, Mass.).

19. *The Poetry Book* (3, 4, 5, and 6), by Huber, Bruner, and Curry (Rand McNally and Company, Chicago, Ill.).

20. *Selecting and Teaching a Unit of Work*, by Thomas Baxter.

21. *Curriculum Making in a Child Centered School*, by L. Thomas Hopkins.

22. *How the World Lives and Works*, Brigham and McFarlane (pp. 328-334) (American Book Co., New York).

23. *Daylight, Twilight, Darkness and Time*, by Lucia Harrison (Silver, Burdett and Company, New York).

24. *Our Industrial World*, by J. Russel Smith (pp. 326-338) (John C. Winston Co., Philadelphia, Pa.).

25. *Highway Transportation*, Association for Childhood Education, Washington, D. C.

26. *The United States Among the Nations*, by Atwood (pp. 187-209) (Ginn and Company, New York).

27. *Book of Knowledge* (Contains fine pictures).

- a) Book I:
 Footpaths in the Air, pp. 23-37.
 The House Upon the Sea, pp. 79-83.
 The Riders on the Wind, pp. 172-184.
 An Easy Way to Make a Telephone, p. 247.
 The Great Wonder of a Train, pp. 303-316.
 pp. 335-340.
- (b) Book II: The Wonder of the Telephone, 316.
 pp. 335-340.
- (c) Book III: The Lighthouse, pp. 748-753.

your age. One such "black sheep" is sufficient to spoil the fold. Most of you have enough self-respect never to engage in indecent or uncharitable talks. But, sometimes, should you not blush at your own words? If Daddy should suddenly appear in the midst of your hearers, would you not promptly shift to a different topic of conversation? Be careful and always entertain others so that your words are the faithful reflection of a pure and dignified thought. I go further. In imitation of Saint Bernardine, be models, champions of self-respect, and whenever the opportunity presents itself, repress with merciless blame and dauntless courage, every blasphemy, every ribald remark. Never allow your lips to utter double-meaning words which are supposed to be "witty" but which in reality may scandalize an innocent soul. Engrave deeply in your heart these words from the Book of Wisdom which the Church offers to our meditation in the liturgy of Saint Bernardine's feast: "Blessed is the man without blemish. . . . He could transgress and he hath not transgressed."

HORACE MANN AND THE SCHOOLS

This year is the centenary of Horace Mann's appointment as secretary of the Massachusetts state board of education. *The Catholic Sun* (Syracuse, N. Y.) recalls some of the history of the fight waged by Horace Mann.

In 1837 the public schools of Massachusetts were Protestant schools. Horace Mann, who was a Unitarian, opposed the teaching of the Evangelical Protestant religions in the schools.

Historians disagree regarding Mann's responsibility for the complete secularization of the public schools. The secularization began in 1837 when Mann started his crusade. In 1855 the people of Massachusetts ratified an amendment to the state constitution that prohibited the use of public money to any religious sect for the maintenance, exclusively, of its own schools. The fight continued against sectarian prayers and Bible reading in public schools with Catholics in the ranks of the opposition.

The article concludes: "Horace Mann crusaded for better and more public schools. He crusaded against sectarian domination of those schools. Other forces came after him that forced complete secularization of tax-supported schools."

SOLVING PROBLEMS

Problem attack is strong in very few schools. Although pupils work many sums in problem form correctly, this is because they have had much practice in the types, and not because they have acquired an interest in problem work, or have improved their capacities for reasoning things out. Of course it is desirable that the methods of solving interest and profit and loss examples should become more or less automatic, but it is also desirable that pupils should be trained to be eager to attempt the solution of an entirely new but simple arithmetical problem. It is not advisable for the teacher to work a problem for the class without discussion after the children have given it up; the teacher should seek the co-operation of the pupils by continued restatement of the example, and by stimulating questions. The practice of some teachers in watching each pupil at work and giving him a start with a hint or clue is to be commended, for the pupil derives emotional satisfaction if he feels that he has contributed cleverly to the final solution. — *Education Gazette*, New South Wales.

Example of a Morning Exhortation

Roland J. Bouthillier, B. A.

Here is a copy of a little morning talk which I read every year to my class on May 20, the feast of Saint Bernardine of Siena. The present paper may be offered as a practical example of a "Daily Morning Exhortation" which the writer suggested in an earlier issue.*

An Angel on Earth.—Such was the nickname of the amiable Saint Bernardine of Siena whom the Church honors today. His father was a noble bourgeois of Siena, a town in Italy. His mother was taken away to a better life in his early childhood and he was left in the care of an aunt who inspired him with a very ardent devotion to our Blessed Mother. After a serious course in philosophy, he studied Canon Law and the Holy Scriptures. He applied himself so intently to the last that he seemed to ignore all other science. His great love for virtue prompted him to enlist in the Confraternity of the Virgin's Disciples until the call of God directed his life toward the house of Saint Francis. As a preacher and orator he was constantly listened to with great attention because a perpetual miracle imparted a pathetic accent to a voice which was naturally hoarse and disagreeable. As it sometimes occurred that supernatural prodigies ratified his words and threats, the crowds of hearers marveled and changed life. It is thus that in the middle of a sermon, he cried out: "I see the souls of the damned falling into hell like the leaves of this tree," and forthwith

the tree under which he stood shed all its leaves in the interval of a few minutes.

Nevertheless, a remarkable trait of his life contains a practical lesson for you, children. His biographers relate that when he was seven years old, he seldom spoke useless words and he was constantly on the watch to speak only when necessary. He would blush to the ears whenever he heard indecent speech. His energy in the repression of unwholesome conversations was soon well known by all the low-voiced groups and whenever this young boy walked toward one of them, even the leaders would whisper the password to their gang: "Here is Bernardine, shut up!"

What a living example! Contrary to this model, is not our presence in a group sufficient to start offensive conversations? Illusion is so common in this matter. Under the pretext of being a "man" such a boy launches into shameful discourses where scandals and suggestive descriptions succeed to slander and sneering. He freely rails at his teachers, even at his parents. He ridicules such a comrade for his simplicity, maybe even for . . . the purity of his morals which is so opposed to the talker's sensual instincts. With the intention of interesting his friends, he relates with additional spicy details, scenes of murder, of robbery, of free love which he has witnessed at the theater or read in trashy novels.

But you will tell me that this is a very dark picture. Yes, indeed, but, unhappily, these defects are too frequent with a few boys of

*See THE CATHOLIC SCHOOL JOURNAL, November, 1936.

How to Spatter

Sister M. Eleanor, S.S.J.

A pretty and interesting form of decoration and design is produced by spatter. Pressed leaves, cut-out pictures, designs, and stencils may be used. To spatter leaves, first have the children find some prettily shaped leaves and press them. Take a sheet of plain paper, manila or white, a tooth brush, a ruler or knife, and ink or water-color paints.

If you wish to have the children spatter the design on black or dark-colored paper, use show-card or poster paint. If you cannot afford to buy paper use soft-toned plain wall paper for interesting effects.

Place the leaves or design on the sheet of paper. Stick a pin here and there on the leaves to hold them in place. Dip the end of the tooth brush in the ink or paint and hold it down near the paper. Do not have the end of the brush too wet, as only a small amount of color is needed. Next, pull the ruler across the tooth brush toward the body with a quick motion, until the exposed surface of the paper is covered with tiny spatters of color. Carefully remove the leaves when the paper is dry and you will be delighted with the result.

Beautiful blackboard and window decorations may be obtained by spattering with whiting. Whiting may be purchased at any hardware store for five cents a pound. A pound will last indefinitely. The design to be spattered is fastened to the window or blackboard with small pieces of adhesive or paste.

If adhesive is used it will come off without leaving a mark. Water is mixed with about two spoonfuls of whiting in a saucer to form a paste about the consistency of cream. The tooth brush is dipped in the whiting and the ruler is pulled across the bristles just the same as for spattering leaves. If blue is desired for sky and green for grass a little water-color or show-card color may be mixed with the whiting. This will not injure the blackboard and may be erased with an ordinary blackboard eraser when one desires to change the design. When you want to change or remove the window design rub the old one off with a dry cloth and the window will be perfectly clean for whiting is used to clean glass.

A fall design such as a large tree with the leaves blowing off and the birds flying away is the cause of much joy to little children. Cut the tree from ordinary newspaper and fasten it to the glass with small pieces of adhesive. Real leaves of every sort may be fastened here and there and the decoration spattered on. Remove the patterns and the result is beautiful. If this design is put on the blackboard in the first primary room letters or numbers may be printed on the shadow leaves.

If the surface to be spattered is very large a spray such as is used for spraying liquid to kill insects may be used.

Home Economics in Secondary Schools

Like some other subjects that within the memory of my readers were not in the secondary school, home economics now *is* in. Almost 100 per cent. It has made a gradual entrance, but that is natural, and wholesome; and I think that those who have struggled for its place do not regret the struggle. Anything that is worth while is worth the effort. Is it worth while? Let's see.

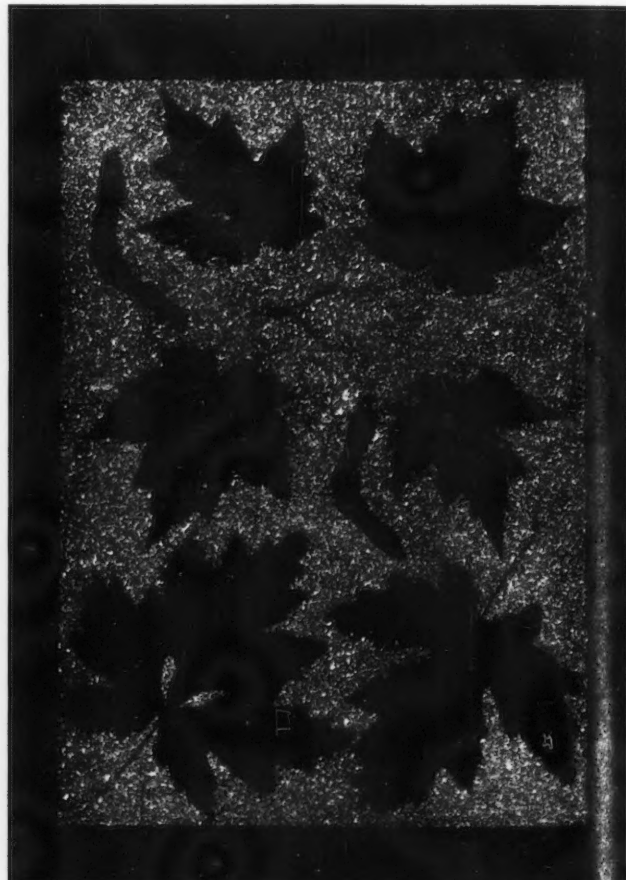
One of my common tasks, as principal, is that of enrolling students, and furnishing guidance for their programs. A girl coming in from Grade VIII is in need of such guidance, and I begin filling in their program. Down go the compulsory subjects, which will occupy about a third of her time, and I ask, "Well, what will you have next?"

"I want to be a nurse," comes the reply.

"That's easy," from me, having in mind, of course, the program-making, not the nursing. "We'll add Mathematics, Latin or French, and the Home-Economics Foods Course."

Not quite so easy, I find, as Mary reports, "Mother says she can give me at home all the cooking I'll need."

"But my dear girl," rejoins the principal, "cooking, to be sure, does form part of the course, but only a part, after all. Other parts are Physiology, Dietetics, Nutrition, and Home Management, and, can you possibly imagine any other one subject in our school that will fit in any better with your proposed course in Nursing? Biology, and Chemistry, too, will be most useful, but they will come along later to join the Foods course." And Mary takes the Home-Economics Foods Course.—Dr. Roy J. Sanderson in *The B. C. Teacher*.



New Books of Value to Teachers

Story Time

By Sisters of St. Joseph and Arthur I. Gates. Cloth, 240 pp., illustrated. 64 cents. Quarto-size Preparatory Book. Paper, 88 pp., illustrated. 28 cents. Teacher's Manual. Paper, 239 pp. 80 cents. The Macmillan Company, New York City.

Story Time With Dick and Dot is the second book of the New Ideal Catholic Readers. Its six chapters are entitled: At the Farm; Funny Animals; About Indians; Old-Time Stories; Far-Away Boys and Girls; and Out-of-Door Stories. The material has a definite appeal to the child and is definitely Catholic. The teacher's manual is unusually complete, with directions for each lesson, a book list for teachers and pupils, and a word list.

Secretarial Office Practice

By Foster W. Loso, Charles W. Hamilton, and Peter L. Agnew. Cloth, 542 pp. South-Western Publishing Co., Cincinnati, Ohio.

The second edition of a book intended to integrate the shorthand, typewriting, and other vocational courses which a prospective stenographer has taken.

Work and Test Book in Nature Science Supplementary Studies in Nature Science

By Christian E. Harpster. Paper, 112 pp. each; 48 cents each. McKnight & McKnight, Bloomington, Ill.

These books are designed to accompany Patterson's *Science for Junior High School*. Book I is for regular seventh-grade work and Book II is for supplementary study. Book I consists of study exercises, laboratory or field exercises, and tests on eight units; namely: flowers and seeds, insects, heavenly bodies, heat, water and water supply, water behavior, trees and forestry, conservation of wild life.

A History of Catholic Education in the United States

By Very Rev. J. A. Burns, C.S.C., and Bernard J. Kohlbrenner. Cloth, xii-295 pp. Price, \$3.20. Benziger Bros., New York, N. Y.

Seven chapters of this history of American Catholic education are largely taken from the junior author's pioneer books, *The Catholic School System in the United States and Growth and Development of the Catholic School System in the United States*. These works provided the best available history of American Catholic schools up to 1912, the year when the latter book appeared. They were not merely historical but included much material on the condition of Catholic education at the time of publication and made clear the existing external relations and policies of the Church on education. The junior author has not radically changed these chapters; his contribution has been a careful revision and a restatement of facts with a perspective which 25 years of further history has made possible.

The additional chapters which are entirely new provide a preview of American education in the shape of a summary of old-world education from the middle ages to the end of the eighteenth century when the transplantation from Europe began. Chapter V discusses the changes in American society, from the Revolution to the recent depression, which have called forth changes in education; it traces, too, the growth of Catholics in social esteem and shows how the public-school system has sought to keep pace with the changing political democracy for which it was created. The final chapters trace the history of secondary education and of colleges and advanced professional schools.

As an estimate of present conditions, achievements, and tendencies in Catholic schools, the second half of the book will be widely welcomed by both the Catholic laity and professional schoolmen. The treatment is necessarily brief and appreciative.

Church History

By Rev. Sidney A. Raemers. Cloth, xii-564 pp. \$2.25. B. Herder Book Co., St. Louis, Mo.

The teaching of church history in Catholic high schools has been justified from two distinct points

CATHOLIC BEST BOOK SELLERS

July, 1937

FICTION

1. "Candle for the Proud," MacManus (Sheed and Ward). 2. "Coming of the Monster," Dudley (Longmans-Green). 3. "As the Morning Rising," Van Sweringen (Benziger). 4. "Red Robes," Boynton (Benziger). 5. "King's Good Servant," O. White (Macmillan).

NONFICTION

1. "Damien the Leper," Farrow (Sheed and Ward). 2. "Safeguarding Mental Health," McCarthy (Bruce). 3. "Luther and His Work," Clayton (Bruce). 4. "Following of Christ," Groote (America Press). 5. "My Child Lives," Memmesheimer (Benziger).

The above list is compiled from reports of leading book dealers made to the Library Department of THE CATHOLIC SCHOOL JOURNAL.

of view. As a cultural subject it has stood shoulder to shoulder with all European history in providing an understanding of the growth and development of political institutions and cultural conditions. As a part of the religion course, it has provided irrefutable arguments for the truths of Catholic doctrine, for the unchangeable persistence of Catholic morals, and for an appreciation of the Church as a world-wide institution of influence and power in every field of human activity. This book is a straightforward account of the Church's origin, its marvelous growth and spread, its triumphs and difficulties, and finally of its most recent situation in the nineteenth and twentieth centuries. The division of subject matter follows the logical arrangement of four great epochs: (1) The early Church to the fall of the Christian Roman Empire, (2) the Middle Ages to the beginning of the Renaissance, (3) the Renaissance and the Reformation, (4) the modern developments of the seventeenth to the twentieth centuries. The treatment of the topics and events included is uniformly brief and well-rounded, and is undoubtedly justified in the fact that the students have no general knowledge of European history. In a few spots the plan makes for rather too great brevity of the narrative relating to important problems. The book is lavishly illustrated. Study devices and questions are not included.

State of Religious Instruction

What is the State of Religious Instruction? is the provocative title of a world-wide study of catechetical materials, prepared and issued by the Centre Documentaire Catechistique at Rue des Ricollets 11, Louvain, Belgium. The book (price, 20 francs) is the most inclusive available bibliography of textbooks, reference works, and other teaching materials issued in the French, German, Spanish, Italian, and Dutch languages. The Centre combines in one bureau a library, a museum, and a consultation service.

Geographic News Bulletin

The weekly *Geographic News Bulletin*, issued by the National Geographical Society as an aid to teachers, which has been so popular in the past, will be published again beginning early in October. They give much timely information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress.

These bulletins are issued for service, not for profit. Teachers should send, as early as possible, 25 cents (50 cents in Canada) to cover mailing costs to The National Geographic Society, Washington, D. C.

Washington, City and Capital

American Guide Series, issued as Federal Writers' Project. Cloth, 1,139 pp. \$3. Published by The Works Progress Administration, Washington, D. C.

In plan and scope, the volume goes beyond the general concept of the conventional guidebooks. It concerns itself with the political, economic, industrial, and cultural history of the Nation's capital, and is remarkably comprehensive and inclusive.

The book is divided into six parts: The first sets the general background; the second, which constitutes the main subject, concerns itself with the Washington of today. Then follow descriptions of tours in the city and environs. The authors finally discuss the government institutions and describe with considerable completeness, the many public buildings and the operations carried on therein. No doubt the American citizen who visits his capital city after reading this book will get a good idea of the scope and extent of the government.

The reader is aided in forming an accurate conception of Washington by a series of carefully prepared maps and well-chosen illustrations. A pocket attached to the inside cover, contains several large maps of the city and the surrounding country.

Those who have visited the capital cities of other countries will concede that there is none as beautiful in its general layout, as imposing in its public structures, and as complete in its government agencies, as is the city of Washington. In point of architectural design, location, and setting the capital building surpasses all other governmental buildings in the world.

In the conceiving and preparing of this volume, the federal government deserves high commendation. It is the most complete and attractive volume on the subject published.

Canonical Provisions for Catechetical Instruction

By Rev. Dr. R. J. Jansen. Paper, xii-153 pp. Published by the Catholic University of America.

This doctoral dissertation takes up in five chapters the following important aspects of Catechetics: (1) the origin and definition of the term *catechesis*, (2) a synopsis of the historical origin and development of catechetical instruction, (3) the obligation of ordinaries in directing religious instruction, (4) the nature and the extent of the obligations of pastors, (5) the obligation of parents and sponsors for the instruction of children. The author has added in appendices a list of indulgences, a discussion of the religious instruction of children enrolled in the public schools as seen by the American courts, and the Constitution of the Confraternity of Christian Doctrine. The thesis makes available in brief and accessible form many aspects of Canon Law and custom not hitherto included in any one work.

Nutritive Aspects of Canned Foods

A compilation of facts and findings. Cloth, 110 pp. Published by the Research Department of American Can Co., New York, N. Y.

Teachers of cooking and health have need for reliable factual information on foods, particularly the foods which city and country people buy from the grocer—in cans. The present book seeks to answer a thousand and one questions which the dietitian, the physician, the public health official, the family head, and the individual American can and properly do ask about canned foods. In part the statements of the book are based upon studies made in the Nutrition Laboratory of the largest can manufacturer in the United States, but mostly the findings are the results of thousands of scientific researches carried on in universities, professional organizations, public bureaus, and independent laboratories. The text proper is supplemented by a series of authentic tables on the composition and nutrition values of food from various health and economic standpoints.

Saintly Children

By Rev. Winfrid Herbst, S.D.S. Cloth, 207 pp. \$2. Benziger Brothers, New York, N. Y.

This book makes available to English readers a work that has become popular in Germany and Austria. The nineteen biographical sketches are limited to children who died in the springtime of life.

The Bridge Over the World

By Domenico Giulietti. Translation by John B. Greco. Paper, 96 pp. \$1. Bruce Humphries, Inc., Boston, Mass.

This commentary on the Mass takes up (a) the preliminary steps of the Mass, (b) the Mass of the catechumens, (c) the Mass of the faithful, (d) the prayers after Mass, (e) the altar, the vestments of the priest, the liturgical colors, the sacred objects for the celebration of the Mass.

Annuario

Of the Catholic University of the Sacred Heart, Milan.

Paper, 736 pages. Contains the reports for the scholastic years 1935-36 and 1936-37.

Convert-Making

By Conrad F. Rebesher, S.S.J. Cloth, 176 pp. \$1.50. The Bruce Publishing Co., Milwaukee, Wis. Helpful discussions on the opportunities and methods of making converts for priests, religious, and interested lay people. The author writes from an experience of 35 years as a missionary.

Nuntires Aulæ

July, 1937. Published by St. Charles Seminary, Carthage, Ohio. This souvenir edition of the semiannual review, published by the seminarians of St. Charles Seminary, is a centenary number devoted to the life and work of Blessed Gaspar del Bufalo, founder of the Order of the Most Precious Blood.

A Humane Psychology of Education

By Jaime Castiello, S.J. Cloth, 238 pp. \$2.50. Sheed & Ward, New York, N. Y. This study of scholastic psychology applies the principles of Christian humanism to modern education.

Education and Social Trends

By Raleigh Schorling and Howard Y. McClusky. Cloth, 160 pp. \$1.32. World Book Co., Yonkers, N. Y.

Life of St. Germana

Alban Stolz, translated by Rev. Norbert Groth. Paper, 96 pp. 50 cents. Rev. N. Groth, Little Falls, Minn.

A life of sanctity and holiness in the face of adversity is the theme of the life of St. Germana, a saint of the nineteenth century. This translation offers a simple enlightenment of one whose life is deserving of imitation by persons afflicted with twentieth-century paganism and blinded with adversities of the body which they falsely consider adversities of the soul.

Voice Manual

George A. Brouillet. Cloth, 67 pp. \$1. Bruce Humphries, Inc., Boston.

Containing what is termed the Brouillet method this book offers exercises for voice culture. Both physical and psychical exercises are combined to give the singer and speaker a "natural voice." Vocalization is dependent upon physical and psychical factors and everyone can profit by a knowledge of controlled and pleasant utterance.

Indian Vocational Schools of the Pioneer Missionaries

By Charles Penney Coates. Paper, 16 pp. Published by the author, teacher in the Glassell Park Elementary School, Los Angeles, Calif.

This booklet is a study of the earliest mission schools for Indians in Mexico and the southwest of the United States. The author finds that the first law requiring the Indians to attend trade schools was issued by the Spanish Council Supreme of the Indies, in 1537, and constituted the first compulsory education law for North America.

Christ, Color, and Communism

By John T. Gillard, S.S.J. Paper, 144 pp. 50 cents. Josephite Press, Baltimore, Md.

The theme of the book is as follows: The Negro loves America more than America loves the Negro. The colored man weary of waiting for the equal chance which America has promised him and which it is constantly refusing to extend

to him, is listening more and more to the new promises of social, economic, and racial equality which Communism is extending. Shall we blame the hungry hearts of the Negroes if they revolt against the intolerable situation to which America condemns them and flock to the Red standard? What will be the situation when the Negro learns to his eternal sorrow that Communism cannot do for the Negro as a man, as a Negro, or as a laborer, what it has pretended to give? In his present dilemma, the Negro can turn only to the Catholic Church as a refuge that will provide a sane perspective of life, a program for happy social living, and sure ultimate destiny. The book is openly written as propaganda and is addressed to white as well as black.

Proceedings of the National Catechetical Congress

This publication of the proceedings of the

Pamphlets and bulletins issued by various organizations of the federal and state governments and by private associations and commercial organizations which may be helpful to teachers for their own information or for classroom use have been listed in the "Publications Received" columns of the CATHOLIC SCHOOL JOURNAL. In the future we intend to compile from time to time lists of such literature.

Office of Education Bulletins

(Order these from the Superintendent of Documents, Washington, D. C.)

Conservation in the Education Program

By W. H. Bristow and Katherine M. Cook. Bulletin 1937, No. 4, 10 cents.

Policies of Vocational Education

Revised ed., Febr., 1937, Voc. Educ. Bulletin, No. 1, 25 cents.

Per-Capita Costs in City Schools, 1935-36

By Lula M. Comstock. Pamphlet No. 70, 10 cents.

Annotated Bibliography on Education and Psychology of Exceptional Children

By Elise H. Martens and Florence E. Reynolds. Pamphlet No. 71, 10 cents.

Subject Registrations in Private High Schools and Academies, 1932-33

By Carl A. Jessen and Statistical Division. Pamphlet No. 73, 10 cents.

Statistics of Higher Education, 1933-34

Ch. IV of Biennial Survey of Education. Bulletin, 1935, No. 2. Complete Ch. IV (text, national, and state tables) (118 pp.) 15 cents.

Trends in Secondary Education

By Carl A. Jessen. Bulletin, No. 2. Ch. II of Vol. I, 10 cents.

Review of Education in Rural Areas

By Katherine M. Cook. Bulletin 1937, No. 2. Ch. V of Vol. I, 10 cents.

Statistical Summary of Education

By Emery M. Foster.

Public Affairs Pamphlets Index

Lists the latest published works on this subject of 80 publishers. More than 600 pamphlets listed.

Miscellaneous Publications

(Single copies free from the Office of Education.)

Bibliography No. 60

By Ellen C. Lombard and Julia F. Frere. A list of U. S. Govt. publications for parents and leaders in parent education.

Bibliography No. 61

By James F. Rogers. List of U. S. Govt. publications on health, physical education, and recreation.

Bibliography No. 62

By Grace S. Wright. List of U. S. Govt. publications on the work of the Government.

PWA Publications

(From Public Works Administration, Washington, D. C.)

Aids to Education

Illustrated booklet describing assistance given by PWA in construction of school buildings.

Book Week Announced

"Reading—the Magic Highway to Adventure" will be the theme for the 1937 Book Week, November 14-20. Books of imagination will be emphasized. Teachers may obtain for 25 cents a colored poster and bulletin from Book Week Headquarters, National Association of Book Publishers, 347 Fifth Ave., New York City.

National Catechetical Congress held in New York City last October may be obtained from the headquarters of the Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W. Washington, D. C., or from the publisher, St. Anthony Guild Press, Paterson, N. J.

On Jungle Trails

By Frank Buck. Cloth, viii-280+30 pp. 96 cents. World Book Co., Yonkers, N. Y. A supplementary reader.

Helpful Pamphlets**PWA—A 4-year Record**

A 32-page illustrated booklet describing the entire program of the PWA.

Social Security Board**Selected List of Publications**

Publication No. 12 of the Social Security Board, Washington, D. C. Lists of a large number of bulletins regarding various phases of the federal social-security laws. Copy free from the Board.

Farm-Credit Administration

(Order from Superintendent of Documents, Washington, D. C.)

Federal Intermediate Credit Banks

Circular A-10 of Farm-Credit Administration. Gives history and organization of the banks. *Improving Our Rural Credit Facilities*

Circular A—10 of Farm-Credit Administration. An address by W. I. Myers, governor of the F.C.A. Valuable information.

4-H Club Film**I Pledge My Heart**

A film depicting activities of the National 4-H Club camp in Washington. Can be borrowed from U. S. Dept. of Agriculture, Washington, D. C.

Safety Education

A Teacher's Manual for Use With "Man and the Motor Car"

By Dr. Herbert J. Stack and others. A 48-page manual of teaching aids in good driving and highway safety. 15 cents. National Bureau of Casualty and Surety Underwriters, One Park Ave., New York City.

Conservation Booklet**Forest Conservation in the Western Pines**

A 24-page pictorial booklet valuable for classes in social and natural sciences in the upper grades and the high school. May be obtained free from the Western Pine Association, Yeon Bldg., Portland, Oregon.

Social Science**Social Action Series**

A series of pamphlets which are being published by the Paulist Press, New York City, for the social-action department of the N.C.W.C. Popularly written and treating of guilds, rugged individualism, concentration of wealth, control of wages and hours, collective bargaining, private ownership, agricultural labor, machines, etc.

The Christian Front

Published monthly at Villanova, Pennsylvania. The Christian Front Press also publishes a number of pamphlets on peace.

Secondary Education

Bulletin of the Department of Secondary-School Principals of the N. E. A., January, 1937

Paper, 266 pp. \$1.10. (Subscription \$2 a year.) Address H. V. Church, secretary, 5835 Kimbark Ave., Chicago, Ill. This number of the Bulletin is given over to the reports of the committee which has been for several years studying the Functions of Secondary Education.

The Fabric of the School

Conservation of Vision *

Emory W. Sink

Everyone recognizes and emphasizes the need and value of good eyesight, but frequently through ignorance, indifference, and carelessness, little attention is given to the simple rules of eye hygiene, in order to obtain and conserve the full usefulness of this important organ of vision.

Probably the most important attention which should be given to a child as he first enters the school, is a careful examination of the eyes by a competent examiner who will determine the powers of vision and the nature and extent of eye defects and disease. To determine the vision, a special eye chart is hung at a distance of twenty feet from the child. This chart should be on the level with the eyes and well lighted. The reading of the letters is then taken for each eye separately. If the child reads only the upper lines of large letters, he is probably near-sighted. If he reads some of the letters in several of the lower lines, but reads some of them incorrectly, he probably has the condition known as astigmatism. If the child reads the lowest line correctly, he is probably normal or may still have farsightedness which he is able to overcome by his own powers of muscular effort. Cross visual defects are easily detected in this manner, but often such a simple examination does not reveal the amount of energy and power of accommodation of the focusing muscles needed to give good vision. In the case of slight errors, the eye muscles are able to compensate for a short period of time, and yet, after prolonged use of the eyes in close work, the child complains of eye fatigue and other symptoms of eyestrain, such as drowsiness, redness of the eyes, watering, itching of the lids, styes, and pain in the eyeball accompanied by headaches.

These symptoms make the child tire easily, causing him to give up his study work, because he feels relieved from eyestrain when he changes his eye focus to more distant objects. Many children have been judged "backward" in schoolwork because of the inability to concentrate for sufficient time to get their lessons. A complete examination of the eyes will reveal these latent errors and much relief will follow the wearing of properly fitted glasses. Such glasses may not improve the vision, but will relieve the tiny muscles within the eyeball of excessive strain produced by prolonged close work. It must be remembered that, as a rule, glasses do not cure these eye defects, but simply compensate for the extra effort in close work, in much the same way that a baseball player uses a glove in catching a ball. Parents usually object to having their small children wear glasses, thinking they are too young or that if they once start to wear glasses, they will always have to do so. In every case, if glasses are advisable, they should be worn as early in life as possible, and although they may not cure the defect, they will usually prevent the condition from becoming more severe.

In the schoolroom, there are several important features which may affect the eyes of children, causing unnecessary eyestrain. One

of these is faulty lighting. A person should never look directly at a bright light without proper shading of the eyes. Strong light will quickly cause symptoms of eyestrain. The windows of the schoolroom should be situated at the rear or side of the room so that the light will not shine into the eyes directly. Glare and light reflected from the printed book may soon tire the tiny muscles of the eye which control the size of the pupil, or opening, through which the light enters the eye. In dim lights the pupil enlarges, but in bright lights the pupil is narrowed to regulate the amount of light. Constant effort to keep the pupil properly regulated for changes in light intensity soon tires the child.

Faulty position of artificial lights often produces eyestrain. The ideal position for such a light is slightly above and somewhat behind the reader's head, so that the light cannot shine into the eyes nor be reflected from the printed page into the eyes.

The practice of school children of observing an eclipse of the sun should be carefully supervised. No one should attempt to look directly at the sun without using dark smoked glasses. A marked loss of vision often results from failure to take this simple precaution.

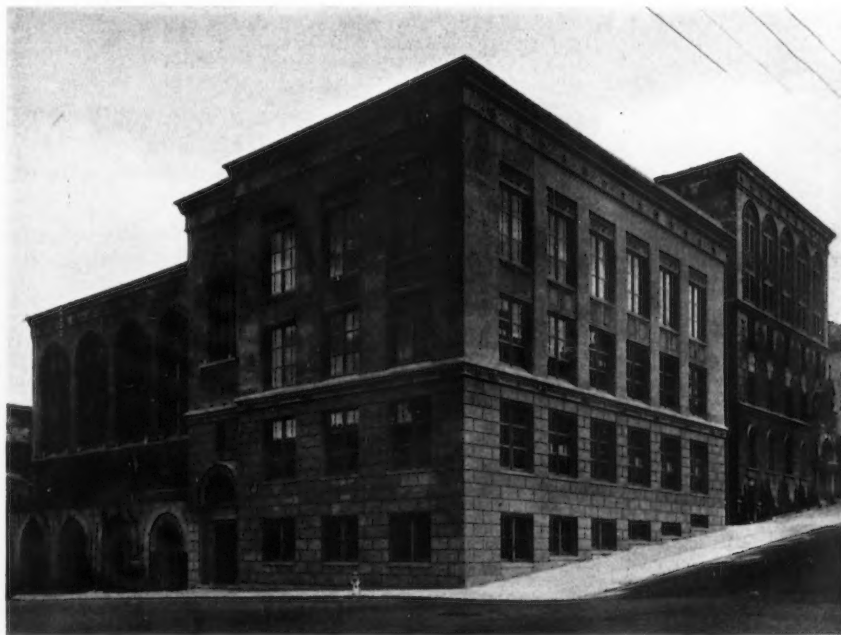
The blackboards in a schoolroom may lead to symptoms of eyestrain. They should never be situated between windows, but at the front of the room where there are no windows. The surfaces of the blackboards should not be so smooth and shiny as to reflect much light, but they should be slightly rough, and evenly black, so that the writing will stand out in clear contrast.

Other conditions which lead to eye fatigue are improper quality of paper and size of print in the schoolbooks. The surface of the page should be clear but not too shiny. If the print is too small, the child will hold the book too close to the eyes in order to see well. It is advisable to have books with many pictures so that the eyes may relax more frequently.

In cases where the eyes are greatly affected by the presence of unavoidable light, the use of dark tinted lenses may be advisable. For drivers of cars and for outdoor work in general when the sun is bright, such colored glasses may be worn with much comfort. In cases where a slight protection is needed, mild tinted lenses are recommended.

It is not advisable to wear such tinted lenses for constant use, since the eyes soon become accustomed to them and much discomfort results when they are discontinued. For general indoor study it is better to regulate the intensity and position of the source of light than to use colored lenses which would only relieve the condition temporarily.

It is very important that every teacher be especially qualified and trained to recognize such faulty conditions which may cause unnecessary eyestrain among the children. In addition, the teacher should be on constant guard to recognize symptoms of early disease and defects. Redness and watering of the eyes are often the early symptoms of conjunctivitis or pinkeye, which is very contagious. Such symptoms of the eyes are often present in the early stages of measles, chicken pox, scarlet fever, and other diseases. Other conditions of the eyes such as cysts, ulcers, styes, swelling, and soreness of the lids may be followed by complications which may prove to be more serious. The teacher should detect such conditions early and send the child home for further examination by the



St. Brigid's School, San Francisco, California. Addition erected in 1936-37. Fireproof and earthquake proof. Harry A. Minton, architect. Rt. Rev. Msgr. Jas. P. Cantwell, pastor

family physician. Simple rules of hygiene taught by the teacher and practiced by the children, such as keeping the hands clean, keeping the fingers away from the eyes, using individual towels, and avoiding others who may have eye disease, will do much to prevent contagious diseases from spreading to others.

In many schools there are now established the so-called sight-saving classes. Such classes for bettering eye conditions were first started in London, in 1908, and followed by another in Boston, in 1913. At present there are more than three hundred such classes in the United States, organized especially for weak-sighted children. In these classes every attempt is made to prevent unnecessary use of the eyes in any way which might cause eyestrain. Special efforts are made to provide good illumination without glare. Much of the classwork is done orally, thus saving the eyes. Printed materials are selected with regard to suitable print and appropriate paper. Special attention is given to these children in order to correct defective vision. The special school equipment for conducting sight-saving classes includes movable seats, adjustable desks, tables, and chairs, heavy outline maps, heavy pencils, books with large print and pictures, correct lighting facilities, and buff-colored walls and ceilings. The results show that much can be done in our schools to relieve eyestrain and to conserve normal vision.



The Junior Traffic Court, operated by pupils of the public schools at Hamtramck, Michigan. Student patrol officers bring violators of safety rules before this court.

Teaching Safety

Student activities are a necessary part of all safety education according to Worth McClure, superintendent of schools of Seattle, Washington. Speaking before the N.E.A. convention at Portland, Oregon, Mr. McClure summarized the results accomplished for safety in the Seattle schools. He said:

How starkly the sinister shadow of death or injury by traffic crash falls across the lives of today's high-school students was revealed by a recent study in a Seattle high school. This student body of 2,300 ages 12 to 20, the study revealed, had lost no less than 154 relatives, while 924 relatives had been injured. Personal acquaintances of this group to the number of 739 had been killed in automobile accidents while traffic injuries had befallen 1,876 friends and personal acquaintances. Small wonder that more than 1,000 of these students indicated their interest in an after-school class in automobile safety including study of traffic regulations.

Public schools have both a specific and a general responsibility arising from this mounting toll of traffic tragedy. (1) They have a specific responsibility for the protection of the lives of students themselves. (2) They have a broad responsibility for training this generation of youth to civic competence of which responsible handling of an automobile is a significant phase of modern America.

Direct instruction is a method now increasingly employed. An experiment in the school of Pennsylvania State College demonstrated the effectiveness of training by holding a group of high-school student trainees free from traffic accidents over a period of several months. The high schools of Denver, Colorado, are instructing their students in traffic regulations and safety precautions

through regular class instruction based on a specially prepared manual. The American Automobile Association has prepared a pamphlet known as *Sportsmanlike Driving* which is becoming widely used.

While modern education regards direct instruction as valuable it does not regard it as adequate by itself. Habits must be formed and attitudes must be developed. These can only be achieved through the medium of student activities.

In several Seattle high schools student committees conduct safety campaigns among their fellow students. English classes prepare circulars for distribution. Art classes make safety posters. Public-speaking classes appear before high-school assemblies and the pupils in neighboring elementary schools for safety talks. The ablest speakers are selected for radio talks in co-operation with city-wide safety campaigns. Student committees direct traffic about the schools.

An outstanding achievement was the organization in 1928 in elementary and junior high schools of the Seattle Junior Safety Patrols. Supervised by a young police sergeant and the school principals the schoolboy members of this organization handled in 1935 more than 34,000,000 child-crossings in Seattle streets with only two minor injuries and no deaths. The otherwise perfect record was marred by a driver whose windshield was coated with sleet.

Parallel with automobile safety work student committees have sharply reduced Seattle's Halloween depredations in two years. Thus a combination of direct teaching and active participation in safety work by the boys and girls is regarded as the scope of a well-rounded program of safety education.

METHOD AND PERSONALITY

Method treats pupils as an impersonal group. Personality treats them as a group of individuals, each with characteristics that demand recognition. Personal traits, untiring patience and kindness and sympathy is worth more in the equipment of a teacher than all the methods and scholarship in the books or the heads of so-called leaders of educational thought. Method has for decades been making reading and figuring machines, but here and there, like an oasis in the desert, have been men and women whose personal influence has made pupils thinkers and reasoners and filled them with the idea that only nobility of character and perfection of virtue make the true man. The teacher who depends on methods will be found lacking in faith, while the teacher with the right personality will be found having strong faith, even in the least promising pupils.

Teachers constantly need to be cautioned against attempting to make general rules and general plans which they use mechanically to fit all of the children in their charge. They must remind themselves often that each child is a distinct and individual problem. There are no two children exactly alike. There is a constant danger that teachers will unconsciously come to think of children in a general way. The temptation is always strong to establish some average conclusions, and then to fit these average conclusions to individual pupils. Of course, it is necessary in considering statistics to get the averages, but these averages are for use in throwing light upon general problems, never for the purpose of applying to the individual child.

There is no such child as the average child. There are some children who come close to the general average, but the teacher will make many serious mistakes unless she studies each child carefully and by himself to determine whether he is near an average child or whether he is a very unusual and individual child.

This is one of the features that makes teaching difficult. The teacher must be constantly a student, not only of her subject matter, but chiefly of her pupils, to determine the type of mind and to fit the instruction to the characteristics of the children. — *Canadian Teacher*.